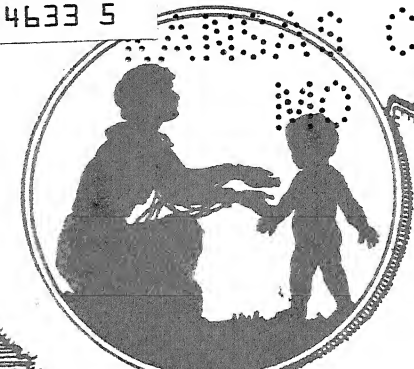
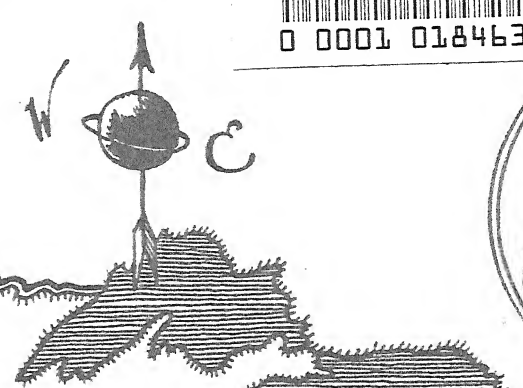
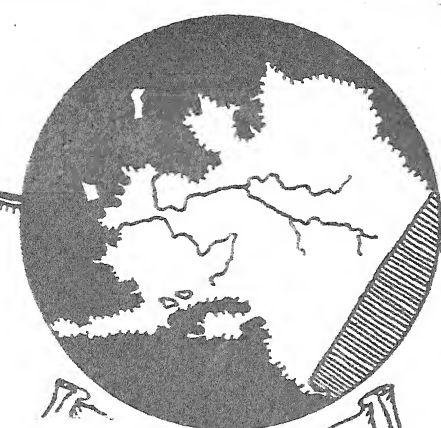




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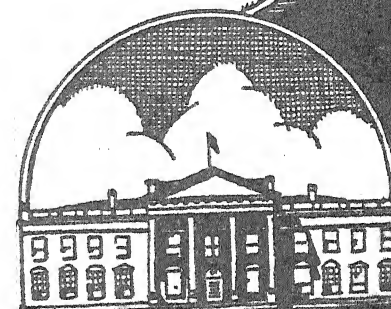
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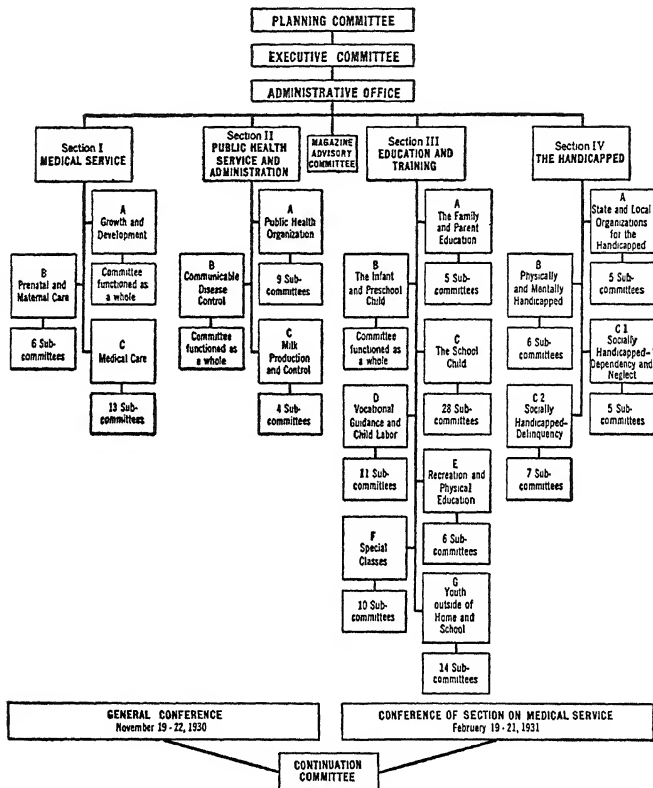
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# WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION

Called by President Hoover



SECTION III—EDUCATION AND TRAINING

F. J. KELLY, PH.D., *Chairman*

---

*Committee on*

THE FAMILY AND PARENT EDUCATION

LOUISE STANLEY, PH.D., *Chairman*





## PARENT EDUCATION

XI . . . and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood

*From THE CHILDREN'S CHARTER*

# PARENT EDUCATION

TYPES • CONTENT • METHOD

REPORT OF THE SUBCOMMITTEE  
ON TYPES OF PARENT EDUCATION,  
CONTENT AND METHOD  
SIDONIE M. GRUENBERG, *Chairman*

WHITE HOUSE CONFERENCE ON  
CHILD HEALTH AND PROTECTION



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*Dedicated to*

THE CHILDREN OF AMERICA

WHOSE FACES ARE TURNED TOWARD THE LIGHT  
OF A NEW DAY AND WHO MUST BE PREPARED TO  
MEET A GREAT ADVENTURE



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## FOREWORD

Practically all the committee reports of the White House Conference emphasize the ultimate responsibility of the family for the well-being of the child. Definite recommendations were made for the education of parents in one or another field of knowledge in order that the security and wholesome development of children might be furthered. Although such recommendations are significant of modern social thought, they present no concrete means of providing the education so much desired. This report brings together, as far as possible, the philosophy, knowledge, and techniques that have up to the present developed in parent education.

While parent education is old, it has been informal and unorganized until quite recently. In the last decade there has been a remarkable development in the collection and dissemination of organized material, stimulated by the demands of parents themselves, and by the recognition of educators and social workers of the need for it. In 1929, the Twenty-Eighth Yearbook of the National Society for the Study of Education, *Preschool and Parental Education*, made available a valuable summary of programs of parent education, and of the history and status of the movement. Since that time development has been so rapid and extended as to make a revaluation desirable for the guidance of the movement along sound and effective lines. Towards this revaluation the present study attempts to contribute. It presents a survey of what is now going on in parent education, the purposes, present status, general trends, and probable future of the movement. The programs in parent education chosen as illustrative of the significant trends today are described by the leaders of the various programs.

The National Council of Parent Education, organized to foster the development of standards and leadership, and to

further a better integration of programs undertook a large responsibility for the report through a special grant made by an agency interested in furthering studies of the family and parent education. Supervision of the questionnaire to the membership of the council, the assembling of material, and the original editing and arranging of the report were largely in the hands of Miss Flora M. Thurston and Miss Florence E. Winchell; and final revision of the study was made under Dr. Stanley's direction.

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## PARENT EDUCATION



# PARENT EDUCATION

## THEORY, HISTORY, SURVEY

### SOCIOLOGICAL BACKGROUNDS OF FAMILY LIFE

EDUARD C. LINDEMAN, PH.D.

"Yet it is the more likely for these reasons, and within these restrictions, that the problems of human association will find their adequate solution, and that *the family will stand forth in due time as a delicately wrought out form admitting of the highest measure of freedom yet attained, but supplying at the same time a gracious bond supporting rather than constricting the rich life of our modern day.*"—MARY B. MESSER

EACH historic period, apparently, witnesses a fresh and variant educational emphasis. This fact in itself supports the conclusion that education may be regarded as a mode of adjustment. Certainly, if one begins with a cultural or anthropological point of view, education must be seen as one of the multiple disciplines which man utilizes for the purpose of adapting himself to changing environments. "Knowledge is power," said Francis Bacon, and ever since his time the drift has been in this direction: increasingly learning is regarded as an instrument to be used by man in solving problems, and not as mere adornment of his person. The attempt, then, to find a rationale for any educational movement may begin by referring it to the cultural situation. In the present case the central query may very well be: To what features in modern culture does parent education stand in the relation of adjustment? Obversely, of course, our inquiry is directed toward those aspects of modern life which represent apparent or potential un-adjustment in the sphere of the family.

Before proceeding toward such analysis as the above in-

quiry implies, it might be profitable to insert two preliminary ideas, namely: (1) Parent education, considered as a part of the total adult education movement, arrives as a completion of the genetic educational ladder; all age-groups of the population are soon to be included in the educational scheme, beginning with preschool children and ending with their mature parents. From this point onward, effort need no longer be directed primarily toward extension of educational opportunity but rather toward intensification, or qualitative improvement. This means that educators and citizens concerned over the promotion of educational opportunity may now give increasing attention to the problem of rendering education compatible with real needs. The adjustment aspect of education, that is, may now be emphasized since more energy is available for this purpose. (2) The very term *parent education* legitimately may be transposed to read *education for parenthood*. In this form it stands for education as specific adjustment, namely equipment of the adult for the tasks of parenthood. It appeals to a special group in terms of a special function. Therefore, it appears to be, not merely logical, but almost necessary to interpret parent education as a mode of cultural adjustment.

The term *modern culture* is much too vague, too inclusive, to be used without explanation. In this discussion it is used as a blanket term for life in the United States as conditioned by industrialism, the technologies, specialization, urbanization, standardization, and collectivism. I assume that there is no easy escape from these forces, and that, in the main, they will determine the quality of life possible for Americans. These forces might, indeed, be arranged in sequence for the purposes of indicating their inter-relatedness, thus:

*Industrialism* implies that an increasing proportion of the nation's energies will be utilized in refining and manufacturing goods.

*Technology* implies that the method of invention will be directed toward increased mechanization of the productive

process, and that producing capacity will be enlarged while craftsmanship and the utilization of human energies will be diminished.

*Specialization* implies that professional and technological occupations will be performed by persons trained to deal with smaller and smaller aspects of reality.

*Urbanization* implies that the main social forces and stimuli which give direction to our national life will originate in those centers where specialization, technology, and industrialism prevail, namely in cities. One of the important by-products of the growth of cities is the suburban community. Perhaps the prefix *sub* is not wholly correct since it does not, in usage, imply a community lower than the city, but rather attached to the city. As Brunhes long ago pointed out, the law of urban growth involves the successive elimination of plants, animals, children, and women. In spite of the fact that his prophecy does not hold in entirety, we now see that family life and child rearing, as functions, tend to be pushed away from the city centers, outward toward the suburbs for those whose economic income permits. This is, patently, a fact of great significance for parent education because the standards of family life in suburban communities tend to conserve the rural ideal whereas other types of activity tend toward the urban pattern. It may be said, therefore, that the suburban community is a kind of family community brought into existence because of the strength of the family impulse, and in opposition to the urban trend.

*Standardization* implies that mass production will be followed by mass consumption and that ultimately more and more of our habits will lose their local coloration.

*Collectivism* implies that all functional phases of modern life tend to be represented under the aegis of some form of social organization.

These six forces may be regarded as points in the constellation of our culture. In addition to the fact that this constellation of primary forces is incomplete, it should be pointed out that one needs to consider differences between



rural and urban areas and populations. Numerically, our rural group now represents approximately one-third of the total population. All of the forces impinge upon rural civilization with a tendency, so I believe, to bring rural culture into alignment with urban culture. Whether urban culture will in the end absorb what still remains as distinctively rural is an open question. Certainly the quality of home and family life differs in those areas where rural culture is still dominant, but even there one discovers a broad, generalized trend in the same direction. The size of the farm family, for example, will diminish at a slower rate than the city family, but it will diminish. Apartment houses will not appear in the open country, at least so long as individualized agriculture can be maintained, but labor saving devices will enter the equation of farm home economics.

But to pursue this comparison between rural and urban elements would carry this essay too far astray; its main purport is to delineate in broad strokes the way our emerging cultural pattern affects home and family life. Relevant comparisons should flow from this presentation. Ultimately, such comparative reflection should lead us to consider the possibilities of altering the urban trend by the use of instruments of social control which have not hitherto been employed; in this connection we shall, no doubt, learn considerable from experiments now being conducted in Soviet Russia where such controls are actually being utilized.

Although the above list of forces is by no means inclusive, it does furnish appropriate clues for analyzing some of the features and qualities of modern family life. We are aware, for example, that the size of the American family tends to decrease, and that labor saving devices for home utilization tend to increase. The consequence of this combination of facts is this: parents are obliged to devote less time and energy to the actual tasks of home and family management. Again, we are aware that marriage itself does not tend to diminish but that on the contrary, it actually increases. Placed beside this fact, however, is the disturbing knowledge that the divorce rate advances more rapidly than the mar-

riage rate.<sup>1</sup> In other words, while marriage remains more or less constant, flexibility of the married state increases. Another significant fact, although reliable statistics are still lacking, is the drift of women, especially mothers, toward gainful occupations away from home. Family mobility tends also to increase, which means that the relation between family and locality becomes less important. This is, obviously, a partial list of effects but combining even this small number of trends presents us with a picture of the modern family which reveals: smaller-sized families, with fewer home tasks; marriages less permanent; less economic security, and less attachment of the family to locality.

Stepping now to another cultural level, we find that modern communities tend to provide more and more institutions and organizations designed to supplement the family in regulating the conduct of children. Increasing numbers of younger children, for example, are brought under the influence of kindergartens, nursery schools, playgrounds, and a variety of special organizations, while older children find themselves organized and appealed to in multiple ways. The meaning of this trend is, patently, an influence in the life of children which tends to rise while that of parents tends to diminish. These supplementary institutions do more than augment family control; they create a kind of total non-family control which frequently becomes competitive.

Confusion, for parents, is further multiplied by the rising tide of so-called *child specialists*, professional persons who base their functions for the most part upon laboratory knowledge. Problems of physical and mental health, problems of behavior, and problems of education are attacked by these specialists, sometimes by parental request and often through the instrumentality of some of the institutions and organizations already mentioned. Through these ministrations a body of specialized knowledge and technique has been

<sup>1</sup> Since 1887 the marriage rate has increased from 8.67 per thousand of the total population to 10.12 in 1927; the divorce rate in 1887 stood at 5.5 per hundred marriages whereas in 1927 it was 16 per hundred marriages.

created designed to reduce child rearing to scientific proportions.

The above analysis of cultural factors has, no doubt, furnished us with a sufficient amount of data to make the equation clear. If the implications of trends in American life have been made clear, there should exist no mystery concerning the rise of parent education. Parents must either learn how to adjust their functions to this cultural pattern or lapse into a period of chronic parental un-adjustment. Their needs are self-evident, and whether these are made articulate or not, parents are in one form or another asking the following questions:

How may we, now that family flexibility is a reality, devise new bases for valid permanency?

Now that the home itself requires less attention, how may we make its management interesting?

How may the wife as well as the husband contribute to family income and at the same time carry out successfully the essential parental functions?

Now that families are less likely to remain fixed in a given locality, how may parents collaborate with the community and its agencies to preserve standards even under conditions of mobility?

How may parents comprehend the technical aspects of child-rearing?

How may the technical aspects of parental functions be understood and utilized without mere obedience to external authority?

How may parenthood itself become an adventurous intellectual pursuit without sacrifice of its emotional qualities?

These are, obviously, important queries. I do not claim that parents everywhere are asking them in this form, but I do contend that any one at all close to the actualities of modern family life knows that questions of this sort are there, and that in a groping fashion parents are seeking adjustment in these terms. Many parents are, of course, in a state of rebellion against the modern world and its attendant culture;

they would prefer to return to simpler ways and calmer days. The so-called *good* families of the past generation strive valiantly to maintain a norm which they know no longer prevails, but their success is doubtful. The stirrings of a new family mode and a reinvigorated conception of parental functions are in the air, and education for parenthood is rapidly becoming a reality.

"Learning is ever in the freshness of its youth, even for the old," wrote Aeschylus long ago, but we have not always believed his words. Man has many resources and the object of his faith has forever changed. But there is one resource to which he persistently returns, namely, his own intelligence.

In the past we have been led to believe that learning was somehow coterminous with genetic physical growth. We have thought, for example, that the time to accumulate knowledge was prior to bodily maturity, that the mind, in some mysterious manner, ceased to develop because the total organism had reached its maximum. We now begin to see that the various capacities which enter into experience evolve upon different levels of time. Our senses are probably as well developed at the age of eight or nine as they ever will be; our emotions are not likely ever to be more sensitive than at adolescence. But what reason, aside from habitual belief, proves that experience is not capable of continuous enrichment of the mind? It is probably true that our partial conception of education as appropriate only to youth should be attributed to a naïve psychology, but there are additional causes; in the past the grim necessity to labor, to earn one's way, came earlier, particularly where families were large; under this condition it is more or less natural that the belief should have arisen that education is a short-time preparation for a long-time life. This conception, thanks to the progressive education movement, is gradually being replaced by a more authentic theory which views education as a way of life.

However the above argument influences us, it seems true that adults are capable of learning. Slight diminution in learning capacity probably begins before an adult has reached

the age of forty and thereafter continues at a very low rate of speed. Given an adequate motivation, the average adult can learn at fifty almost as effectively as at twenty.<sup>1</sup> The capacity to meet new situations, to adjust to a changed environment, does not exactly parallel the intelligence quotient, although there is a correlation. Adults may, presumably, continue to enhance their abilities to encounter new situations, to adjust to changing environments, so long as they start with a normal intelligence and thenceforth acquire the devices for utilizing experience.

In numerous areas of the modern world folk movements are being constructed upon the basis of the theory contained in the preceding paragraphs, namely: (1) education is not a preparation for life but an accompaniment of living; (2) learning is potential for all so long as life endures. These folk movements go by various names, depending upon the particular kind of adjustment which seems imminent to the people, but they may be all grouped under the common title of adult education. In one case adult education may become the instrument of a working class movement, the tool of a labor party; in another it may constitute the *modus operandi* of an agricultural population rising from serfdom to independence and so forth. Wherever found, adult education may be taken to imply a renewed faith in intelligence, a belief that men and women can, by their own mental efforts, adjust their lives and enhance their position in society.

Parent education cannot be taken, of course, for a folk movement but in some respects it more closely resembles this form of social expression than any other. In the United States we have as yet no true folk, no sharply defined folk group, and no sense of folk direction. One begins to see, however, certain manifestations in the parent education movement which are similar to folk ferments elsewhere. Parents are beginning to see that an exaggerated preoccupation with the affairs of the child may do nothing to develop

<sup>1</sup> Thorndike, E. L. *Adult Learning*. New York, The Macmillan Company, 1928; Laycock, S. R. *Adaptability to New Situations*. Baltimore, Warwick & York, Inc., 1929.

wholesome adults; indeed, they begin to realize that this peculiarly American concentration upon childhood may be the sign of bankrupt adulthood. Parent education, consequently, becomes the point of departure for a thoroughgoing inventory of the qualities of adult experience in this modern world.

The original motivation which redirects parental energies toward learning rests upon the desire to be an effective parent. This desire derives from our dynamic civilization which, in turn, challenges all forms of empirical knowledge. The midwife's lore and the grandmother's mysterious formulae have no valid place in a society which is committed to the sciences and technologies. Whether parents wish to or not, they will be compelled by the circumstances of their social environment to rear children according to more modern principles. The extent to which this desire has already become general is manifest in the attention given to child-rearing topics in contemporary commercial literature. Once this desire to exercise more efficiently the functions of parenthood arises, a complex panorama of learnings presents itself. Being an effective parent involves knowledge concerning the problems of sex, nutrition, hygiene, sanitation, growth, behavior, psychology, psychiatry, social relationships, education and so forth. If all of this knowledge were required for a professional training, years of intensive study would be necessary. But parenthood is not a profession; it is a voluntary occupation enduring for a space of life and performed without expectation of pecuniary reward. A portion of this knowledge may be acquired in anticipation of marriage and parenthood but for the most part it comes through a process of learning by doing; the primary motivations for parent education emerge from actual problems, real situations. It is this quality which invests parent education motivation with its unique prepotency. The parent in meeting a specific situation may acquire knowledge which will become useful in other situations; he or she may become a center of educational infection for a group, a neighborhood, a community; and he or she may acquire the method of learning which may

thenceforth become operative in all phases of life and living. Thus, the motive to become an effective parent may be seen to expand so as to interfuse all experience, to become the stimulus for widening circles of motivation, making of life itself an adventure in learning. However, this variety of learning, which proceeds from situations-to-be-met, may also take the opposite direction, and consist of mere temporary acquisitions of bits of knowledge learned and applied without attending to contexts and relationships.

The fairest promise which parent education holds forth is, possibly, its potential contribution to the meaning of adult experience. Effective parenthood should be the prelude to effective adulthood. Those intellectual and emotional patterns which one acquires in order to exercise the function of a parent are not left behind when parenthood ceases to be life's chief preoccupation. Indeed, if these have been appropriately founded upon sound principle, they will constitute the same patterns which will guide and enrich all of adult experience. The most significant aspect of parent education, aside from its immediate aim, is this: it teaches adults how to learn.

Educational movements spread quickly, particularly in the United States. What follows in this volume will give partial indication of how far this latest of our educational enterprises already has penetrated. Local, county, state, and national organizations quickly have been brought into existence, and this in spite of the fact that the term *parent education* has been in current use scarcely a decade. Varieties of parent education have always existed but quite suddenly one recognizes that this term has come to designate a definite conception. This is not the place to point out the emerging content of that conception, since this volume will in itself perform that task, but it remains for this general survey to indicate some of the social consequences of a new movement of this type.

At least three important areas of group relationship rise to attention at once, and may be set forth as queries:

What is to be the functional relation between agencies primarily designed to conduct parent education and those for which parent education is merely an adjunct to a larger program (e. g., a child welfare society and a parent education organization) ?

What is to be the functional relationship between agencies contributing to or conducting parent education from different points of view (e.g., a child guidance clinic and a parent education organization) ?

What is to be the functional relationship between private and public agencies for parent education (e.g., a public school and a parent education organization) ?

In one sense parent education is in the same position as social work; both take their main body of subject matter from other disciplines, and what they contribute on their own behalf is primarily empirical. Consequently, parent education can never become professionally distinct on the basis of its subject matter or content. It utilizes content from medicine, psychology, physiology, education, psychiatry, sociology, and so forth. Its distinguishing feature derives from its application of varied subject matter to the special problems of a special group. Its professional status is achieved through its methodology rather than its content. This fact in itself, namely, the derived nature of the subject matter of parent education, constitutes an initial problem of delicate proportions. But we need not be detained at this point since it seems entirely clear that new and distinct professions are bound to arise by various modes of combination in subject matter, and what is really important is the effect of a new movement of this sort upon the ongoing organizational scheme of a community.

I do not at this time propose to furnish answers to the queries raised above. My object is merely to suggest certain principles which may be examined. The first and perhaps most significant of these principles is this: *Functions should determine relationships*. The objective of a child welfare so-



ciety, for example, is to furnish a proper environment for the growth of the child. In order to perform this function, the necessity may arise for educating real or foster parents. This does not metamorphose the child welfare society into a parent education agency. Indeed, it may merely lead this society to a wider use of other agencies, or it may convince the child welfare society that a new agency designed to educate parents is needed. This same principle holds true for, let us say, the relation between a child guidance clinic and a parent education organization. The clinic, obviously, will educate parents, but its genius will be to deal with the problem of the child. It will not reorganize its program when the need for parental education is recognized but it will diligently search for ways in which its functions can be correlated more effectively with those of other agencies teaching parents.

A second principle may be stated as follows: *Private initiative is needed to keep public institutions alertly effective.* When functions become public they quickly increase in mass; as mass increases standardization follows. Public schools are already adding parents' counsellors to their staffs; some are conducting parent education groups. It is entirely possible that the future of parent education lies in this direction; certainly, private agencies are not warranted in preventing this mass trend, since in the end public auspices provide the fairest means of financing any movement. But here private agencies have a functional contribution to make; they may keep themselves free for experimentation, initiation, and demonstration.

A third principle may suffice to indicate the theoretical approach of this section of my treatment: *Coordinated activity represents a net gain only when it frees related groups for more efficient functioning.* The demand for the coordination of parent education and allied organizations has already become vocal. In fact, several local, state and national coordinating bodies have already been brought into existence. In situations of this sort, coordination is usually thought of as a method for keeping agencies "off each

other's feet," or for eliminating duplication. These are, probably, worthy aims, but true coordination implies something positive. To coordinate is to release energies hitherto devoted to conflict or competition. Its principal purpose is to expand, not restrict, functions.

The single term which, perhaps, underlies and gives meaning to all three of these principles is *functional relating*. Social collaboration, for parent education as well as for all other forms of organization, consists of devices and techniques designed to reinforce functions by clarifying their relations to each other. The task is peculiarly pertinent for parent education since it touches so many other agencies and movements on so many sides. Indeed, any approach to the family leads directly or indirectly toward the inclusive social context, and now that our educational system embraces a special form intended to function directly on the positive side of family building, we should be alert to discover the means for making its educative task truly social.

## PARENT EDUCATION AND CHILD WELFARE IN AMERICA

SIDONIE M. GRUENBERG

Parent education is a manifestation of the concern which adults normally feel for the welfare of their children combined with a new faith in the value of intelligence for practical purposes. Parent education is thus directly related to child welfare, as directly and obviously as is the proper education of farmers to the welfare of crops and cattle. There is, therefore, no need to attempt a detailed justification of parent education. We educate for nursing or engineering, for various trades and professions, as if the ability to perform skillfully and properly various predetermined or anticipated tasks were the sole end of the training. Parent education, however, implies educational help in the continuous meeting of ever new problems, in the continuous adjustment to a changing social world, in the continuous development of attitudes and philosophies in relation to other human beings. Parent education thus cuts across our emotions and our entire scheme of values, as well as across our arts and sciences.

But when we have accepted the results of scientific research as these illuminate and facilitate our daily tasks, and have accepted also the efforts of educators to familiarize us with these results for our own use and edification, we must go a step further and assert that, for parents, learning and applying do not suffice. The need for going beyond the specialized knowledge has been abundantly demonstrated recently by our experience with the science of dietetics and other aspects of child hygiene. Mothers have been taught the principles of balanced diet, the need for fruits and vegetables, the importance of regular habits of sleeping and elimination, and numerous other sound and valuable doc-

trines. Yet, in carrying back to their homes and their children these unquestionably valid teachings, thousands of mothers have encountered baffling difficulties of an entirely new order. We have learned what combinations and sequences of feeding will prevent rickets and malnutrition; but now we have to learn how to get children to eat. Even the trained pediatrician has had to discover that there are some important things about caring for babies that are not taught in the physiologies and pathologies.

Our reliance upon intelligence and teaching can indeed justify itself in practice; but parents, having to deal with living children, need, in their education, more than useful devices. If parent education is to be valuable and significant it must bring about changed attitudes toward children, and, by the same process, changed attitudes toward human beings in general. For the study of individual development leads to a new regard for the person. This means that we must learn to let the child live his own life not, indeed, in the negative sense implied in the ancient doctrine of *laissez faire*, but in the sense of recognizing and accepting fundamental individual differences as essential elements in the cultivation of human values. It means, for the parent, acquiring a new self-respect, a new dignity and responsibility. The growth of that democracy in which we take so much pride has theoretically raised the dignity of every individual, from the bootblack to the top sergeant; it has penetrated the home and given every child a new status. This wider recognition of the individual as a person, however, tends to neutralize the differences in authority that formerly obtained between parents and children. It becomes increasingly difficult for the parent to impose his will or his whim upon his children. Obedience having ceased to be a cardinal virtue, parents must discover effective substitutes. Parent education will thus pass from new methods of exercising authority and effecting discipline to a reformulation of democratic faith in terms of acknowledged differences among human beings.

A more intensive pursuit of the sciences and philosophies of child development similarly leads from the application of

generalizations about the average child to a progressive differentiation and refinement of appreciations and practices in favor of the particular child; out of this must come a reversal of our submission to standardization in all areas where the individual is the sole measure of value. Children are now learning, in the more progressive schools, to select, to decide, to judge, to evaluate through their own initiative and their own mistakes. Parent education must extend the benefits of such experiences to larger numbers. Yet the result of such extension is to make more and more people learn how inadequate and unsatisfactory it is to meet situations merely in terms of what everybody or the Joneses may be doing; increasingly people will want to live in terms of tested and individualized values. And again, through the orientation of parents toward the inner processes of child development, where we learn that education is identical with living, we shall accept and incorporate into our outlook the doctrine that for adults as for children education and living are inseparable.

Our zeal for education and our thoroughly justified desire to protect our children from exploitation in modern industry, have led to new problems in the relationship between parents and children. By prolonging the period of schooling and freedom from economic responsibility we are in reality tying adolescents closer to ourselves, for the opportunity to continue in school, like all of the other goods which children enjoy, is theirs through the gift of parents. Now, while the younger child accepts this relationship as a matter of course, the adolescent becomes increasingly resentful of it as he becomes increasingly aware of the restraints that parents exercise over his coming and going. However intelligently and sincerely the privileged youth may weigh the advantages of his educational opportunity, both conscious and unconscious resentments against the control implied by this economic dependence are unavoidable. This unfortunate outcome of our laudable efforts to give our children every possible advantage that modern education has to offer can be largely mitigated, and often entirely avoided, if we can find a way for

the growing individual to assume ever increasing responsibilities. There are here no instincts upon which we can rely.

There is the problem of handling money, for example: learning can come only through experience in spending and in earning. The allowance, however small in the beginning and however large it may become, needs always to be considered the child's own portion of the family income over which his discretion is absolute. By grading the allowance to growth in experience, and by extending the range of needs that it is to supply, the child gradually may be helped to acquire discrimination in his spending and selecting, in the amount and form of his savings, in the extent and the nature of his gifts to others. Similarly, the opportunity to earn should be a part of every child's experience, and should be graded according to his maturity, for only through actual earning can he acquire a sense of the relation of money to human effort or sacrifice. Since money is today the basic instrument for commercial transactions of all kinds, and since its value as a means of acquiring desirable goods early is apparent to the child, there is constant danger that parents, as well as children, will resort to measuring values other than material or commercial ones in terms of money. Should children be paid for piano practising, or for getting good school records? Should they be paid for punctuality or for assisting in the household chores? Should they be fined for poor school work or for lying? Our answers to these questions carry over to our children our assumptions regarding fundamental human relations and human values. They reveal our attitudes toward various degrees of bribery and corruption, and toward the human qualities that are marketable, or not. These answers need never be explicit; they reveal themselves in our daily conduct, often indeed when we are ourselves unable to formulate our views. From the earliest years until the days when the youth goes forth confident of a place in the world, which he can master through his own contributions to a common weal or through business trickery, he is learning the place of money in life, its powers and its limitations, the ways in which it may further or

obstruct the expansion of the individual and of the group, its legitimate values and its pitfalls.

↘ Another aspect of modern life that has raised perplexing problems for parents is sex. In a simpler civilization sex was accepted as a matter of course, and children became acquainted with its manifestations in the fundamental processes and activities of the life around them. With the development of cities and a more complex society the young person is subjected to a new conflict. While the environment still manifests the facts and implications of sex in a hundred ways, the home, the school, and the church seem to have entered into a tacit conspiracy of profound and comprehensive but very eloquent silence. We pretend to the child from the very first year of his life that there is no such thing as sex. We disregard it, we look the other way; at the same time we impress him with the feeling that there is something there after all, but that it is wicked to be curious about it, sinful to have knowledge of it, and disastrous to have anything to do with it. In the meantime, of course, other agencies are also operating; some tend to reinforce our reluctant teachings but others, often more effective, not only counteract what we are doing or neglecting, but go further and discredit us with our own children. We need to give serious consideration to our own attitudes and ideals, and in many cases to re-educate ourselves, and reformulate what we really want our children to know and to do with respect to sex. Certainly the negative education of the past has not insured the values that were sought. It is no longer possible to identify ignorance with innocence, nor virtue. The world today demands of parents a positive and deliberate acceptance of responsibility for the education of youth in sex matters.

The modifications brought about by the industrial revolution of the past generation included a rapid redistribution of entire populations. These movements had the effect of stirring millions out of their provincial stagnation, of broadening the sympathies as well as the outlook of men and women, of challenging old customs, values, dogmatisms, and

bigotries. In so far as these experiences with different peoples, different ways of living, different ways of thinking, actually stimulated thought, enriched appreciation, deepened human sympathies, they were no doubt genuine gains. But the shaking-up of settled cultures had the further effect of loosening the foundations upon which the idols of the tribes had been standing; and many idols fell. What has become of the standards of right and wrong, of decency, of regard for elders, of obedience to the unwritten laws? Parents have had the benefit of the rapid change from a narrow and narrowing environment; but in making the shift they have lost the security of fixed rules and generally accepted principles. It was comparatively easy to uphold, and to teach children to uphold what everybody believed. It is vastly more difficult to interpret to young people the many conflicting standards of our cosmopolitan neighborhood, and to help them find themselves in a rapidly shifting spiritual environment.

The moralities upon which the older generation was brought up consisted largely of prohibitions that are of diminishing significance, and were based upon sanctions that are of diminishing authority or effect. It is most important for parents to recognize and to accept, in their own attitudes and in their explicit teachings to their children, the fact of a changing order. Our judgments cannot be offered in terms of a static world in which all truths and values are absolute and final. We do not know what the next day may bring forth, and all of our rules and guides acquired with so much pain from the past must be applied tentatively with full consideration of time and place. Many of the deep convictions of yesterday turn out to be parochial customs for which the world of today has but a smile of patronage. One girl is horrified when she hears that a friend married without a priest; another, when she hears that a certain couple married without a ring. Some of us are disturbed when our children play cards; others are disturbed only if they play cards on the Sabbath. To what extent should parents make an issue of such matters? What do we seek to attain through



the exercise of such influence or authority as we still have? Are all the issues of equal significance?

Notwithstanding all that has happened to disintegrate families, to crush and humiliate parents, to throw children out upon the mercies of strangers and institutions, we continue to feel that the home is the basic institution, both for the welfare of society as a whole and for that of the individual. The shifting of more and more tasks to outside agencies, which can undoubtedly perform them more effectively and more economically than the home, has in turn increased the demands which the child makes upon those distinctive services that the home alone can render. The greater the number and variety of services that these outside agencies supply, the greater is the need for help in coordinating and integrating the experiences and influences. For the mass of people our tremendously increased productivity has meant, paradoxically, a tremendous loss of economic security, and a need for family coherence in novel terms. Reduction in the size of the family has increased the demands each individual makes upon the attention and consideration of others in the home, especially the parents.

The brilliant achievements of applied science have raised the level of our expectations and of our daily and intimate living, while they have at the same time increased the mobility of the family and of its parts, and exposed it to an infinity of distracting stimulations. Through all these bewildering changes the home remains the determining center of influence in the development of attitudes and values, of preferences and aversions, of standards and ideals; and whatsoever parent education accomplishes to meet the recognized need for help in a changing world must in the end emerge in the ideals and aspirations of succeeding generations.

We realize that the traditional home, the dream home that we reverence, is not the home of today, that it is in some ways superior to that of the present, and at the same time utterly inadequate and unthinkable for today. This situation is frequently blamed upon the progressive removal

of many economic and educational functions from the home but that is only part of the story. The home has become emptied of significant content and dynamic influence because with the transfer of these various functions has come a specialization in social groups and interests that not only disregards the home from which it derives impetus and sanctions, but is often in direct conflict with it.

This is illustrated by the school, which started out as an educational device supplementary to the educational functions of the home. It was designed to help people transmit special techniques, the three R's, and certain traditional values related to social living and social integration. The school could from the first, as it can now, perform certain educational operations more conveniently or more efficiently than the parents. Like all growing institutions, however, the school expanded. It has taken over more and more educational functions, and has invented and elaborated new ones. It has at last reached the stage where it carries on in its own right, where it competes with other social agencies, including the home, for an increasing share of the social income, where it establishes procedures and makes demands, often at the expense of the home.

The home is responsible for getting the children to school betimes in the morning, or at whatever odd hour the complex program of the system may set, but the school is not responsible for getting the children back on any schedule. The home is asked to send the children to school clean and presentable, but the school may dismiss the children as soiled and dishevelled as circumstances determine. The school has not even assumed the responsibility for the ordinary decency of hand washing when needed, although it has adopted the educational function of promoting the esthetic and sanitary virtues of cleanliness. The seasonal organization of the school has also developed, or perhaps persisted, without regard to what the home might find most convenient.

Another illustration is furnished by the development of our urban housing. In colonial times the family built its own shelter, with occasional and incidental help from the

neighbors. The houses were more or less comfortable, more or less weatherproof, and more or less artistic and durable. They were at any rate designed and constructed, within the limits of available skill, taste, time, and material, entirely for the family as a going concern and the welfare of its members, including the children. House making, like house-keeping, was subordinate because contributory to home making. With the growth of house building into a major industry, and with the transfiguration of the realtor, we find the designing and erection of human dwellings guided by a hundred serious and trivial considerations, but the welfare of children is not one of them. Present-day dwellings are more or less sanitary, more or less durable, more or less beautiful, more or less profitable, but most of our apartments, suites, flats, tenements and duplexes have the appearance of being made by people among whom there never are any children.

These observations are intended merely to illustrate the tendency of the specialized group or interest to develop its norms and processes, as these affect human beings, without giving due consideration to more fundamental human needs. The home has been obliged in a similar way to adapt itself as well as it could to the demands and circumstances imposed by various commercial enterprises concerned with recreation, the purveying of news or toys, or of necessities in a more material sense. The adaptation is not, to be sure, an altogether one-sided affair. Even the least scrupulous of those intent upon exploiting human needs and foibles are obligated to take some account of prevailing customs and tastes and prejudices. Worthless toys and adulterated candy have to be made to resemble what children will like; motion-picture theatres have to consider the distribution of people's free time.

The specializations have produced a further effect, so gradually that it has been for the most part overlooked. From being an active participant in all the significant activities of the home the father has been steadily converted into a provider. It is not that he has been formally absolved

of all educational and social responsibilities in the home, but that the removal of his economic activities from the home has, for a large part of the time, removed him bodily from contact with the family and has segregated him from the others in work and conversation as well as in his recreation. His conscious concern with and planned influence upon his growing children thus tend to be reduced to a minimum. As mothers have been going more and more into outside work, their personal guidance and continuous but unconscious influence also come in danger of increasing neglect. These circumstances call for a deliberate effort in the field of parental education; but the result of such education in these circumstances is to concentrate attention upon the essential function of parents in the lives of growing children. Merely providing, merely keeping a house in order, merely teaching arithmetic or automobile mechanics or cooking, merely doing any and all the things that the specialists can do as well, will not supply children with what in the end only parents can provide. Hence we must look beyond the transmission to parents of those scientific facts and principles and those technical skills and procedures that have brought us such happy results in school education or in the promotion of physical health.

With the need for parent education becoming daily more apparent, we see an increasing literature addressed to parents in terms ranging from the most technical to words of one syllable; we see educators moving to organize instruction, and we see parents reaching out for help. What do these parents want to know? If you ask them, they will think of hundreds of questions they wish answered. If you ask the educators, they will compile, from their experience, a list of the problems most frequently presented by parents, or perhaps the defects and derelictions most frequently presented by children. A compilation of questions, or a tabulation of topics most frequently brought up by parents, can reveal in part what the need is. Such tabulations are, however, particularly difficult to interpret. Those who have given thought to the matter realize what a wide range of essential

and universal problems of child development arise from the attitudes and relationships of the members of the family, and they realize too how difficult it is for the ordinary parent to point to the significant and crucial elements of his problems. A mother joins a child study group aware that she needs help. Her immediate concern is with the child's dawdling over his food, or his dressing and getting ready for school, or with some other specific source of annoyance or worry. In the course of discussions in the group it gradually comes out that the mother had been at some work before her marriage, or that she had been interested in art and had felt the thrill of distinctive accomplishment so that she is now impatient with the child, whose rhythm offends her own appreciation of the fleeting minutes. In a former generation the supervision of the child's eating or dressing came incidentally during the adult's preoccupation with various matters about the house; it did not usually take a solid block of precious time out of the all-too-short day. Now the child interferes with the mother's plans, or perhaps her dreaming. Moreover, the dawdling itself may turn out to be the child's only discovered means of holding the attention of his beloved mother or it may imply faulty adjustments to other members of the family. Dawdling as a topic of concern, therefore, is obviously both too specific and at the same time of infinite possibilities.

Again and again we find that it is the difficulties and desires and uncomfortable longings of the parents that bring about the problem which is attributed to the child, and we find it impossible to label the problem for the purpose of making schedules and outlines. How, for example, should we classify the situation of the timid twelve-year-old boy who plays with children much younger than himself, or plays not at all, who withdraws into books and day-dreaming, to the disgust of his robust, athletic and aggressive father, whose mother, seeking to prevent friction, stands as a buffer between father and son and removes the latter still further from reality and responsibility? No characterization of the child's disposition or of his conduct will reveal the conflicts

of the parents who are both unconsciously trying to complete themselves in the child.

Parent education must lead to more searching and more continuous concern with the processes that influence the emotions, that make for richer and deeper living, for the distinctively human values. Health and shelter, skills and manners, are all necessary for the welfare of the individual and of the group, but the methods by which they are attained must be re-examined in relation to what they do to people. With more and more of the mechanics of life delegated to specialists and experts, the responsibility of parents as such must turn more and more to functions and processes that cannot be delegated. As parents become increasingly educated to the significance of these residual activities, relations, and attitudes, they will at the same time become increasingly aware of their responsibilities for what the specialized groups and agencies are doing to their children.

Today there is an indistinct grumbling on the part of parents, resentful of the evil influences at work in our communities, but burdened with the sense of impotence in the face of ruthless and formidable forces. We feel vaguely that something is happening that is on the whole injurious to our children, without knowing clearly either what it is, or whom to blame for it. The automobile makes for speed and turns their heads. The sensational newspapers give distorted pictures of life and of values. Crime is made glamorous; laws are flouted. Irreverence and cynicism seem to penetrate the very air our children breathe; and the old moralities are made to appear ridiculous. Who is doing all this? Who is interested in demoralizing our youth, in undermining our most careful teachings in regard to decency and the good life? Gradually we may discover that the men and women who are advancing their political and commercial interests at the expense of the rest of us are really other members of our own group; that it is we ourselves in our respective specialties who submit to the seeming necessity of furthering partial interests to the detriment of the community and our children; that it is we, the parents of the

community, who, having divorced ourselves for several hours a day from our concerns and responsibilities as parents, have produced the garish movies and tabloids for youth to see, who have made it possible, even attractive, to break laws with impunity, who have profited by the cheap amusements which we decry for our own children.

As we look about we can see that the majority of adult men and women, the rich and the poor, the wise and the foolish, the good and the evil among us, are the parents of the nation. We see them divided into a thousand groups with divergent and conflicting interests and purposes. All are engaged a large part of the time in the effort to make a living, but a large part of the time, including a large part of our working time, we are engaged in promoting partisan advantages, pressing for individual gains, putting across schemes of every degree of legitimacy, calculated to secure benefits for ourselves and our special groups at the expense of others. Whether it takes the form of organized propaganda or organized crime, whether it is the selling of imitation watches or of the public's resources, the prevalence of such promiscuous exploitation as a mode of life indicates a fundamental disregard of childhood and its claims upon us. We may indeed see the bootlegger or the franchise broker make earnest efforts to conceal from his children his occupational affiliations and techniques: he seeks a quiet, respectable neighborhood in which his family can enjoy all the blessings that money can buy. There is nevertheless evident a mode of life that is based upon the systematic abuse of other people's children.

To the extent that the divergent specialization of interests and skills makes possible, nay, inevitable, such disastrous outcomes of our individual pursuits, we are defeating our own basic aims. Parent education must, therefore, as one of its major purposes, seek to make parents class conscious, to make them aware of the meaning of the various processes that influence child development. Parents are indeed already becoming aware of their own need of help; and they are indeed already in danger of having this need exploited for

commercial or partisan ends. In the name of the children we are urged to buy all sorts of products, the chief merits of which seem to lie in the attractive labels reminding one of the latest scrap of scientific jargon. Abuses are perhaps unavoidable. Parent education must nevertheless develop to an important, dignified and continuous part of our social life. It must come to find its own criteria of worth, as it must work out its own most effective methods. Such a development is already well under way, absorbing the attention of various agencies and finding its expression through many means and methods. It must make use of every available channel serving the parents of the community, extending its influence beyond the confines of group study and personal contact to the vast audience that is reached by the daily newspaper, the popular magazine and the radio. Along with this, parent education must eventually expose the folly and futility of leaving power where there is no responsibility, of blaming others for what we should be controlling ourselves. Since the chief concern of parents is the welfare of children, we must expect parent education to make men and women aware of the fact that they cannot advance the welfare of their own children except as they are willing to consider the welfare of all children; in the end the welfare of our own children must be definitely and disastrously limited by the suffering and privation and deterioration that we permit any children to endure. Thus we see parent education as one of the major forces in the growing welfare of America's children, America's future.

How, then, is this broad program of education to go forward? In view of the diversified needs and interests of parents as individuals no less than as parents, in view of the continuing changes in the family and the social and economic status of the home, and in view, too, of the emotional make-up of the parent-child relationship itself, the following would seem to be basic essentials:

1. That educational facilities for parents and for parenthood be developed as a normal part of the broader educational program.



2. That effort be directed toward the strengthening and improving of existing agencies for parent education, rather than toward the setting up of a new specific machinery for this purpose.

3. That in the development of parent education, no matter by whom conducted or for what part of the population, recognition be accorded to parents as personalities apart from their function as parents, and not merely as instruments for rearing children in accordance with the standards and methods prescribed by experts or authorities.

4. That agencies which serve children and the home be kept flexible, so that they do not become too rigidly institutionalized, and so that the necessary adjustments need not all come from the home.

5. That in the training of everyone who is to work with children or with family situations, attention be given not merely to the special knowledge or techniques required, but also to the broader fundamental facts and principles of psychology, child development and family relations.

6. That provision be made for the continuous and realistic education of all who have to do with children, rather than for the acquisition of static knowledge and the completion of training.

7. That in the training and organization of teachers, nurses, social workers, physicians, psychiatrists, and others who have to do with children, there be developed an attitude of cooperation in the coordination of services, rather than the expectation of technical ministrations by isolated specialties.

8. That in all institutions, including schools, that serve the child in any way, workers cooperate directly with the home and consider themselves as adjuncts to the latter in the promotion of child welfare.

## HISTORY AND DEVELOPMENT

FLORA M. THURSTON

### ORIGIN

The origin of parent education can be found long before the Christian era if Plato's observations on the rôle of adults in the life of the child may be considered a clue to early recognition of the educational importance of parents. Organized education for parents, however, has developed within the past century. The earliest attempts were initiated by small groups of mothers who met regularly under their own leadership to make use of each other's experience and to put themselves in touch with such sources of information and guidance as were available at that time. The two national organizations now known as the Child Study Association of America and the National Congress of Parents and Teachers grew out of these informal but resolute groups of mothers who visioned a more intelligent and effective parenthood. Early in the 1890's the Association of Collegiate Alumnae, now the American Association of University Women, began a systematic study of children among its college bred mothers. At the opening of the twentieth century, service in home economics was extended to farm families through the extension divisions of some of the Land Grant Colleges. This service was developed to make available to homemakers the same information which was being taught to students in schools and colleges through home-economics courses. The latter attempt to teach young people the application of certain sciences and arts to home making was the forerunner of one of the most significant phases of parent education. The recognition that youth may be trained in, and thereby for, family life is the most propitious sign of a practical solution for many of the present problems of family life.

During the past decade the education of parents has grown from a movement stimulated and maintained largely by lay effort to one which is increasingly fortified by scientific information, guided by professional leadership and supported by public funds. This unique combination of lay initiative, professional participation, and public support safeguards the movement during the formative period of its development. To have maintained it solely by lay initiative and developed its subject matter largely from the experience of family life would have limited its growth both qualitatively and quantitatively. On the other hand, to have considered the resources of the classroom as adequate means to an understanding of the problems of parents or to have entrusted a movement of such wide social significance solely to the professional group would have robbed it of its vitality and thwarted its growth. Fortunately, then, the original purpose of its founders, to provide an opportunity for parents to educate themselves by means of a better understanding and use of their own experience is still the motive behind this new phase of adult education. It has broadened its scope to include both parents of the child and has shifted its emphasis from a study of the child as the chief center of interest to a concern for the life of the family as a whole. Instead of deriving authority solely from religious sanctions as parents did in the early days, they are utilizing the facts of a scientific study of human nature. Their aims are in terms of adjustment to changing social conditions and their efforts are directed not toward molding the child in their own images, but rather toward discovering with him ways of making the family the means of a more satisfactory social life.

#### RESEARCH AND TRAINING CENTERS

One of the most significant developments during this period has been the establishment of research and teaching centers in child development and parent education by grants from the Laura Spelman Rockefeller Memorial, and the founding of the Merrill-Palmer School. These centers have

coordinated the contributions of specialists in the fields of psychology, education, home economics, pediatrics, sociology, health, and other biological and social sciences, in conducting research, teaching graduate students, and preparing material for the use of both educators and parents. Each of these centers has been actively engaged in a program of parent education. As a group they are concerned with the training of parent educators and the development of leaders of study groups. Much of the growth of scientific literature on child development and family relationships has been the result of their efforts.

These research and teaching centers, most of which were established during the latter part of the last decade, are as follows:

American Association of University Women  
American Home Economics Association  
Child Development Institute of Teachers College, Columbia University  
Child Study Association of America  
Department of Child Care and Training of the University of Cincinnati  
Institute of Child Welfare of the University of California  
Institute of Child Welfare of the University of Minnesota  
Iowa Child Welfare Research Station of the University of Iowa  
Iowa State College of Agriculture and Mechanic Arts  
Iowa State Teachers College  
National Council of Parent Education  
New York State College of Home Economics of Cornell University  
Psycho Clinic of Yale University  
Regents of the University of the State of New York  
State College of Agriculture of the University of Georgia  
State Department of Education of California  
Washington Child Research Center  
Western Reserve University

The establishment of these centers came at a particularly fortunate stage in the development of the interests of parents and children. At the beginning of the twentieth century,

there was little scientific knowledge about the behavior or learning of children and little service was available in the handling of maladjustments of family life. The first decade, however, brought the contributions of psychiatry, social work, mental hygiene, clinical psychology, and research in education which have served as a basis for subject matter and techniques used in dealing with the problems of children and family life.

#### PRESENT DEVELOPMENT

Largely as a result of the increased knowledge of child development derived from research, and the understanding of special problems revealed through clinical service, home economics has tended to shift its emphasis from the more mechanical processes of home making to a reorganization of subject matter around the problems of child development and family life. This has brought a wider group of specialists into home economics and has helped to bring the contributions of home economics to other specialists dealing with children and with homes. Home economics both in high schools and colleges, and in the field of adult education, is becoming one means by which all aspects of home and family life may be coordinated in the education of youth and adults.

The coining of the term *parent education* seemed to mark the moment when organizations and services of widely different major purposes became aware that they were engaged in some phase of parent education. These groups included both private and public agencies, some existing primarily for social service, others for education, which were in direct or indirect contact with parents or children. This diversity of leadership, purpose, and support has prevented premature standardization and provided opportunity for a wide variety of organizations.

The two most obvious indications of the rapid development of education for parents have been the almost spectacular increase in popular and scientific literature, and the growth of study groups, lectures, and conferences for parents. Not more than ten years ago the books, bulletins, and

articles devoted to the problems of parents numbered only a few each year. Five years ago they were available in dozens, while during the past year literally hundreds of books, pamphlets, and articles have been produced on a fairly wide variety of child and family topics. This material has appeared in more than fifty-eight popular periodicals and a generous number of technical and scientific journals. The books range from simple untechnical presentations to textbooks and research reports. In addition to the dissemination of information through the press, the radio and motion picture have been used with increasing popularity.

Parent study groups have multiplied at a rate which threatens to exceed by far the possibility of providing leadership for them. While much of this growth has been stimulated by organizations which supply material and either supervision or counsel, a significant amount is spontaneous and in need of direction. Many of these groups are in charge of trained leaders, but by far the greatest number are led by parents who must rely upon their own initiative and ability with the aid of such materials as parent education agencies are furnishing.

This widespread interest in study groups for parents has created new interest in the training of leaders. Parent educators throughout the country are carrying on training conferences in an effort to discover how such leadership can be made most effective.

In anticipation of the development of parent education in the United States and Canada, the National Council of Parent Education was organized informally in 1925, and in 1928 it was launched definitely as a coordinating agency in the field. It comprised educational organizations, institutions, and agencies which were carrying on professional programs in parent education. Its purposes were to act as a coordinating and counselling agency, and to exercise leadership in the development of the parent education movement.

Parent education has developed in a wide variety of educational institutions, organizations, and agencies either

as their sole function or as one phase of a larger educational program. Most of the projects in this country are of the latter type.

The funds supporting parent education come from many public and private sources. The programs within organizations and agencies are usually supported by gifts, membership dues, and appropriations from foundations, while the institutional programs tend to derive their funds from federal, state, and city sources, and from foundations.

Where parent education is not the sole function of a program it is affiliated with a number of different activities. In the child welfare research centers, for example, it is associated with research in child development, nursery schools, and university courses for the training of graduate students. In one state extension service it is a part of a home economics program and affiliated with an agricultural program. In a public or private school it may be promoted by a parent-teacher association. A parent education project which is under the state department of education may be a phase of the home economics division of vocational education or may be organized as a unit by itself.

It appears to be more fruitful to ask what a parent education program does rather than to inquire what it is. A study of parent education programs reveals a wide variety of activities. Many programs perform all or most of these but differ in the emphasis which they place upon each. Tables 1 and 2, compiled from information furnished by forty leaders of state, national, city, and university programs, show the relative importance the programs place upon these different activities.

When the data in Table 1 are divided into national, state, city, and university programs, more significant differences appear. The national programs are obviously most concerned with teaching parents, preparing material, and stimulating interest and activities, while the state and university programs must be more concerned with training both professional and lay leaders. The state programs, which are in all cases extensions of state offices, must also supply ma-

TABLE 1  
RELATIVE IMPORTANCE OF FUNCTIONS IN FORTY PROGRAMS

ACTIVITIES	NUMBER OF PROGRAMS		
	Greatest emphasis	Less emphasis	Least emphasis
Teaching parents in groups.....	30	4	1
Teaching parents singly.....	6	11	11
Consulting with parents on the basis of clinical examinations.....	3	4	14
Conducting nursery school as a part of program.....	11	4	2
Training professional leaders.....	11	3	5
Training non-professional leaders.....	12	6	5
Preparing material for parents.....	18	5	8
Preparing material for parent educators.....	11	9	5
Conducting research.....	9	4	3
Conducting research.....	8	4	4
Stimulating projects.....	14	5	4
Stimulating research.....	7	1	3
Stimulating interest in child development....	19	8	6

material to the parents and leaders they are responsible for and must stimulate new developments. The city programs are most of all concerned with teaching parents and preparing material for them. Table 2 shows these differences.

TABLE 2  
RELATIVE IMPORTANCE OF FUNCTIONS IN DIFFERENT TYPES OF PROGRAMS

ACTIVITIES	PROGRAM EMPHASIS											
	National			State			City			University		
	<u>1</u>	<u>2</u>	<u>3</u> <sup>a</sup>	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Teaching parents in groups.....	3	..	..	10	..	..	5	1	..	8	2	1
Teaching parents singly.....	1	1	..	..	3	7	1	1	1	3	4	1
Consulting with parents on clinical examination.....	1	..	1	..	3	3	..	..	2	1	..	7
Conducting nursery school as part of program.....	1	..	..	2	2	1	1	..	..	6	2	1
Training professional leaders....	..	1	1	4	..	..	1	1	2	5	1	1
Training non-professional leaders	1	1	..	6	3	1	2	1	2	2	2	1
Preparing material for parents..	3	1	..	7	..	4	3	..	1	3	3	1
Preparing material for parent educators.....	2	3	..	5	3	1	1	1	..	2	2	3
Conducting research.....	2	..	..	2	..	2	2	1	..	3	2	1
Conducting research in child development.....	1	..	1	1	1	2	..	1	..	4	2	1
Stimulating projects.....	3	1	..	6	2	2	3	..	1	3	1	1
Stimulating research.....	2	1	..	1	1	2	2	..	..	2	..	1
Stimulating interest in child development.....	4	..	1	7	1	1	2	3	1	4	2	2

<sup>a</sup> 1, 2, 3 indicate degree of emphasis in descending scale.



## EXTENT AND SCOPE

JUDITH CLARK

The parent education movement is at present old enough to show certain tendencies toward crystallization of practices and opinions. To determine the practices of organizations engaged in parent education work, and how extensive the movement is, both in number of organizations and their geographical distribution, a questionnaire survey was made. The Federal Office of Education, for several years, has attempted to keep a directory of parent education. It has cooperated in the present study by sending a questionnaire to an extensive mailing list, with the ultimate purpose of analyzing the returns and using them as a nucleus for a directory which will be published from time to time. This survey is a rough analysis of the 378 positive returns received by the Office of Education within three months of the mailing of the questionnaire.

These returns contain typical examples of the various ways in which parent education programs are developed and supported. They are the results of a detailed questionnaire prepared by specialists in parent education and based upon known practices, mailed indiscriminately to all types of organizations on the mailing list of the Office of Education that might be expected to be carrying on parent education either formally or informally. The time limit of three months prevented any discrimination in assembling the returns due to distance. There were no apparent factors inhibiting replies from the many types of organizations circularized except lack of interest or lack of activities in parent education.

This study makes no attempt to weigh or evaluate the returns on the basis of unit membership or possible overlapping. Such manipulation of the data was considered inadvisable because of the essentially independent nature of local

activities even in branches of organizations with state or national programs. Besides local variations of national policy to meet local needs, there is known to be a considerable amount of local cooperation between different state, regional and national organizations in carrying on individual local programs. For these reasons it has been considered unsafe to interpret the returns in any way except as individual statements of policy. Functional activities may, depending on the criteria used, differentiate the larger organizations from the local ones, and in questions of policy no directing or advisory office can answer definitely for the local organization with which it cooperates on such a questionnaire as that used in this study.

The returns were analyzed to estimate the degree of overlapping. The following are the only obvious instances of possible duplication: Two branches of the American Association of University Women replied to the questionnaire in addition to the national office. The Bureau of Nutrition of New York City of the Borden Farm Products Corporation replied as well as their national health service. In the State of California replies were received from the State Department of Education, from the Extension Division of the University of California at Los Angeles, from the Institute of Child Welfare of the University of California, from the State Congress of Parents and Teachers, from the Glendale Union High School, from the Department of Adult Education at Santa Ana, and from the Pasadena City Schools. Because of the organization of the parent education work in California, these organizations are all closely related. From Iowa returns were received from the Child Welfare Research Station at the University of Iowa, from the Council Bluffs Field Laboratory of that University, and also from its field laboratory in the Des Moines Public Schools. From Pennsylvania returns were received from the Pennsylvania State Department of Mental Hygiene and from mental hygiene or child guidance clinics at Wilkes-Barre, Philadelphia, Pittsburgh, and the State Hospital at Warren. The Institute of Child Welfare at the University

of Minnesota and the Nursery School at the institute each sent a reply, as well as the Duluth center of the institute. Although these apparent or possible duplications were recognized, each return named above has been included in the analysis of the data.

Because it would be inadvisable at the present stage of development of the parent education movement to attempt to set up standards of procedure or to accept without question that procedure most in use by the best-known programs in the field, no effort was made to classify the returns according to the supposed importance of the programs described. Instead, they were classified according to the emphasis they claimed to place upon their program of parent education in relation to all their activities. They were asked to classify their activities in parent education as being either a major, a minor, or an incidental part of their program. In addition to these three categories, the total number of returns was also treated as a comparative unit in order that composite trends might be determined. How valid this classification is will be proved by a careful study of the data. The schedule used, though rough, in order to accommodate itself to the large variety of organizations carrying on parent education of one kind or another, was nevertheless based upon definite knowledge of practices. Therefore, it serves as a factual yardstick for comparing programs carried on by organizations placing a major, a minor, and an incidental emphasis upon the education of parents. The subject matter of this questionnaire logically can be divided under the following headings:

- Geographic area covered
- Financial support
- Functions (activities) in parent education
- Methods: group, individual
- Records kept
- Basis of choice of content
- Content

In designing the schedule and interpreting the returns, a detached and objective point of view was maintained, unin-

fluenced, so far as possible, by a crystallized concept of parent education.

Because of its obvious limitations, this study makes no claim to be anything but a rough picture of parent education as practiced by organizations carrying on varied activities, and a summary of those practices which seem to be most common to all.

#### EXTENT

The questionnaire was sent out the last week in April, 1930, to all types of organizations on the mailing lists of the Office of Education that might conceivably be carrying on parent education. The total number was 2,533. On the first of August, 1930, 619 returns had been received. Of these, 378 reported work consciously recognized as parent education; these 378 returns furnished the data for this study.

The questionnaire asked how many workers, professional and non-professional, were associated with the program. Due to the fact that the term *professional worker* was variously interpreted by the organizations, it is impossible to make such a classification. However, the 378 organizations reported a total of 2,161 workers in parent education. A total of 5,687 study groups was reported, while the estimate of the number of parents reached during the course of the year was five hundred thousand. This last figure, large as it is, is undoubtedly a moderate estimate, as many organizations reported the number of parents reached in a month rather than in a year.

#### TYPES OF ORGANIZATIONS

Table 3 gives the general classification into which the returns fall, together with the number of each type of agency placing a major, a minor, or an incidental emphasis upon parent education activities; and the number of each type of organization with local, state, regional or national influence. Of the 378 agencies responding, 126 reported major programs of parent education, 99 reported minor programs, and 153, incidental programs.

## PARENT EDUCATION

TABLE 3

## IMPORTANCE OF PARENT EDUCATION IN 378 AGENCIES

AGENCY	TOTAL RETURNS		MAJOR					Total
	Num- ber	Per cent	Local	State	Re- gional	Nat'l	Unclass- ified	
Special organizations.....	13	3.4	10	1	0	2	0	13
Schools and parent teacher associations.....	29	7.7	7	4	0	0	0	11
Boards of education.....	8	2.1	0	3	0	0	0	3
Boards of adult education..	9	2.4	3	1	0	0	0	4
Colleges and universities....	83	22.0	9	12	0	0	5	26
Nursery schools.....	88	23.3	29	0	0	1	0	30
Social service.....	20	5.3	8	0	1	1	0	10
Social hygiene.....	2	.5	1	0	0	1	0	2
Mental hygiene.....	43	11.4	5	1	0	0	0	6
Health.....	22	5.8	3	6	0	0	0	9
Religious.....	22	5.8	4	1	2	2	0	9
Commercial.....	6	1.6	2	0	0	1	0	3
Libraries.....	20	5.3	0	0	0	0	0	0
Miscellaneous.....	13	3.4	0	0	0	0	0	0
<i>Total.....</i>	<i>378</i>	<i>...</i>	<i>81</i>	<i>29</i>	<i>3</i>	<i>8</i>	<i>5</i>	<i>126</i>

AGENCY	MINOR					Total
	Local	State	Re- gional	Nat'l	Unclass- ified	
Special organizations.....	0	0	0	0	0	0
Schools and parent teacher associations....	5	1	0	0	1	7
Boards of education.....	0	3	0	0	0	3
Boards of adult education.....	0	4	0	0	0	4
Colleges and universities.....	15	4	3	0	1	23
Nursery schools.....	28	1	0	0	0	29
Social service.....	4	1	0	0	0	.5
Social hygiene.....	0	0	0	0	0	0
Mental hygiene.....	10	2	0	0	0	12
Health.....	2	0	0	0	0	2
Religious.....	6	0	0	1	0	7
Commercial.....	0	0	0	1	0	1
Libraries.....	0	0	0	0	0	0
Miscellaneous.....	3	0	0	3	0	6
<i>Total.....</i>	<i>73</i>	<i>16</i>	<i>3</i>	<i>5</i>	<i>2</i>	<i>99</i>

AGENCY	INCIDENTAL					Total
	Local	State	Re- gional	Nat'l	Unclass- ified	
Special organizations.....	0	0	0	0	0	0
Schools and parent teacher associations.....	9	2	0	0	0	11
Boards of education.....	0	2	0	0	0	2
Boards of adult education.....	0	1	0	0	0	1
Colleges and universities.....	13	5	0	0	16	34
Nursery schools.....	27	1	0	0	1	29
Social service.....	4	0	0	1	0	5
Social hygiene.....	0	0	0	0	0	0
Mental hygiene.....	15	6	0	0	4	25
Health.....	5	4	0	2	0	11
Religious.....	2	0	2	1	1	6
Commercial.....	0	0	0	1	1	2
Libraries.....	16	3	0	1	0	20
Miscellaneous.....	4	0	0	3	0	7
<i>Total.....</i>	<i>95</i>	<i>24</i>	<i>2</i>	<i>9</i>	<i>23</i>	<i>153</i>

To give a clear picture of the kinds of agencies and organizations included in the categories, the agencies in the two non-descriptive categories, *special organizations* and *miscellaneous*, are listed.

### *Special*

American Association of University Women (National),  
Washington, D. C.

Chicago Association for Child Study and Parent Education,  
Chicago

Child Study Association of America, New York City

The Mothers' Training Center Association of Cincinnati, Ohio

Cleveland Child Training Committee, Cleveland, Ohio

Los Angeles County Mothers' Educational Center Association,  
Los Angeles

North Carolina State Council on Parent Education

Okmulgee Parent Education Department, Okmulgee, Oklahoma

Philadelphia Parents' Council, Philadelphia

United Parents' Association of Greater New York

Rochester Five Year Demonstration Program, Rochester, N. Y.

### *Miscellaneous*

#### Minor

Bureau of Home Economics, U. S. Department of Agriculture,  
Washington, D. C.

Child Welfare League, Peoria, Illinois

Des Moines Public Schools Field Laboratory of the Iowa Child  
Welfare Research Station, Des Moines, Iowa

Indianapolis Free Kindergarten Association, Indianapolis, Indiana

National W. C. T. U., Evanston, Illinois

Progressive Education Association, Washington, D. C.

#### Incidental

Beth El Sisterhood, New York City

Character Education Institute, Washington, D. C.

Committee on Child Development, National Research Council,  
Washington, D. C.

"The Family," New York City

Hancock County Home Bureau, Carthage, Illinois

Kate Baldwin Free Kindergarten Association, Savannah, Georgia

Rockford Kindergarten Mothers' Club, Wilmington, Delaware

## PARENT EDUCATION

TABLE 4

GEOGRAPHICAL DISTRIBUTION OF 378 AGENCIES WITH PARENT EDUCATION PROGRAMS

STATE	PROGRAMS			
	Total	Major	Minor	Incidental
New York.....	50	21	13	16
California.....	31	13	6	12
Ohio.....	31	9	8	14
Pennsylvania.....	31	8	10	13
Illinois.....	29	8	10	11
Connecticut.....	15	4	2	9
Massachusetts.....	15	5	5	5
Michigan.....	15	6	4	5
Minnesota.....	13	5	3	5
Missouri.....	13	6	2	5
District of Columbia.....	12	4	5	3
Texas.....	11	6	1	4
Indiana.....	10	3	2	5
New Jersey.....	8	5	1	2
Kansas.....	6	1	3	2
Oklahoma.....	6	2	1	3
Virginia.....	6	1	1	4
Alabama.....	5	2	2	1
Maine.....	5	2	0	3
Tennessee.....	5	1	2	2
Wisconsin.....	5	0	2	3
Colorado.....	4	1	2	1
Iowa.....	4	2	2	0
Maryland.....	4	0	1	3
Montana.....	4	0	1	3
North Carolina.....	4	1	1	2
Oregon.....	4	1	1	2
Arkansas.....	3	0	0	3
Louisiana.....	3	0	1	2
Nebraska.....	3	2	1	0
North Dakota.....	3	1	0	2
Delaware.....	2	1	0	1
Georgia.....	2	1	0	1
New Hampshire.....	2	0	1	1
Rhode Island.....	2	0	1	1
South Dakota.....	2	1	0	1
Utah.....	2	0	1	1
Washington.....	2	0	1	1
Canada.....	1	1	0	0
Florida.....	1	0	1	0
Hawaii.....	1	1	0	0
Idaho.....	1	0	1	0
West Virginia.....	1	1	0	0
Wyoming.....	1	0	0	1
<i>Total</i> .....	378	126	99	153

## GEOGRAPHICAL DISTRIBUTION

Table 4 gives the geographical distribution of the returns by states, including one program from Canada and one from Hawaii. It includes the organizations that classified themselves as national which are listed in Table 5.

TABLE 5  
NATIONAL ORGANIZATIONS

ORGANIZATION	PROGRAMS		
	Major	Minor	Inci- dental
American Association of University Women, Wash- ington, D. C. ....	1	..	..
American Child Health Association, New York City. ..	..	..	1
American Library Association, Chicago. ....	..	..	1
American Social Hygiene Association, New York City	1	..	..
Beth El Sisterhood, New York City. ....	..	..	1
Board of Religious Education, Elgin, Illinois. ....	..	1	..
Borden Company Health Service, New York City. . .	..	1	..
Bureau of Home Economics, U. S. Department of Agriculture, Washington, D. C. ....	..	1	..
Character Education Institute, Washington, D. C. . .	..	..	1
Child Study Association of America, New York City.	1	..	..
Children's Bureau, U. S. Dept. of Labor, Washing- ton, D. C. ....	1	..	..
Committee on Child Development, National Research Council, Washington, D. C. ....	..	..	1
Department of Religious Education, Church of United Brethren in Christ, Huntington, Indiana. ....	..	..	1
"The Family," New York City. ....	..	..	1
Family Welfare Association, New York City. ....	..	..	1
Federal Council of Churches of Christ in America, New York City. ....	1	..	..
Merryheart Special Nursery School, Columbus, Ohio <sup>a</sup>	1	..	..
National Dairy Council, Chicago. ....	..	..	1
National W. C. T. U., Evanston, Illinois. ....	..	1	..
The Parents Publishing Company, New York City. .	1	..	..
Progressive Education Association, Washington, D. C.	..	1	..
St. Katherine's Home, Jersey City, N. J. <sup>b</sup> . . . . .	1	..	..
U. S. Public Health Service, Washington, D. C. ....	..	..	1
<i>Total</i> . . . . .	8	5	10

<sup>a</sup> A school for mentally handicapped children that receives children and maintains contacts with parents from all over the country.

<sup>b</sup> A religious home for mothers of illegitimate children from all over the country.



## FINANCIAL SUPPORT

Although the percentages in Table 6 are small, they give some indication of the most usual sources of support of programs of parent education. The source *Organization funds* was not included in the questionnaire, but it was mentioned in so many of the returns that it has been included in the table. The variations in the percentages are so small that apparent differences are hardly significant. However, the major programs reported *Foundations* as a source of support 2.4 per cent more than *Fees and dues*, while for minor and incidental programs the latter source seems to furnish more support than the former. Likewise, slightly more of the minor and incidental programs receive help from *state appropriations* than from *contributions, gifts and donations*, while the major programs show the latter as their chief source of support. Obviously, the table does not give a complete picture of the sources of financial support of programs of parent education. The subject is in itself worthy of more comprehensive research than the limits of the present study permitted. Other sources of support were listed, but not with sufficient frequency to justify treatment. Perhaps one of the difficulties in studying financial support lies in the inability of many agencies to separate the actual expenses of the programs of parent education from the overhead of the organization.

TABLE 6  
FINANCIAL SUPPORT

SOURCE	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Contributions, gifts, donations. . . . .	18.3	25.4	15.2	14.4
State appropriations. . . . .	18.0	22.2	16.2	15.7
Fees, dues. . . . .	11.6	15.1	11.1	9.2
Foundations. . . . .	8.5	17.5	7.1	2.0
Local government. . . . .	7.4	11.1	5.1	5.9
Federal appropriations. . . . .	6.1	11.1	7.1	1.3
Tuition. . . . .	4.8	7.9	7.1	.7
Organization funds. . . . .	3.2	.0	5.1	4.6
Endowment. . . . .	2.6	3.2	1.0	3.3

## FUNCTIONS AND ACTIVITIES

Table 7 gives a more general picture of activities in parent education than the tables on group and individual methods. It is apparent that the function most common to parent education agencies is holding individual conferences with parents. *Teaching parents in groups* comes second, *Teaching parents individually*, third. Those organizations with a major interest in parent education place greater emphasis on teaching in groups than on individual methods, while the minor and incidental programs place their greatest emphasis on individual conferences. It is interesting that 71 per cent of the major programs sponsor general lectures, while only 55 per cent of the minor, and 41 per cent of the incidental programs name this as one of their functions.

TABLE 7  
FUNCTIONS

FUNCTION	PROGRAMS			
	Total	Major	Minor	Inci- dental
	<i>Per</i>	<i>Per</i>	<i>Per</i>	<i>Per</i>
	<i>cent</i>	<i>cent</i>	<i>cent</i>	<i>cent</i>
Individual conferences.....	70.1	81.0	77.8	56.2
Teach parents in groups.....	68.0	92.9	74.7	43.1
Teach parents individually.....	65.9	80.2	74.7	48.4
General lectures.....	54.8	71.4	54.5	41.2
Stimulate projects.....	26.7	43.7	23.2	15.0
Train non-professional leaders.....	24.3	36.5	22.2	15.7
Publish material.....	24.3	39.7	18.2	15.7
Conduct research.....	18.5	25.4	16.2	14.4
Stimulate research.....	18.5	29.4	13.1	13.1
Train professional leaders.....	18.0	24.6	16.2	13.7

## METHODS

Tables 8 and 9 show that, with one or two exceptions, the major, minor and incidental programs follow closely the composite picture of individual and group methods. Most agencies use a combination of methods, both individual and group.

The most usual method of group instruction is discussion. Instruction by leaders is next in order of emphasis, with 73 per cent of the major programs, 53 per cent of the

## PARENT EDUCATION

minor, and 28 per cent of the incidental, using this method. It is apparent from Table 8 that lectures are much in use in major programs of parent education, although the minor and incidental programs place greater relative emphasis

TABLE 8  
GROUP METHODS

METHOD	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Discussion.....	55.3	84.1	57.6	30.1
Instruction by leaders.....	49.5	73.0	52.5	28.1
Reading.....	42.6	65.9	44.4	22.2
Lectures.....	42.1	58.7	48.5	24.2
Study courses.....	30.7	49.2	28.3	17.0
Directed observation.....	28.3	43.7	30.3	14.4
Assigned readings.....	26.5	44.4	24.2	13.1
Case studies.....	20.6	33.3	19.2	11.1
Nursery school participation and practice	17.7	28.6	18.2	8.5
Institutes.....	14.8	26.2	13.1	6.5
Conferences.....	12.2	23.8	9.1	4.6

upon this method of group instruction than do the major programs. The radio is being used by 14 per cent of all the organizations, by 21 per cent of those with a major interest in parent education, by 17 per cent of those with a minor

TABLE 9  
INDIVIDUAL METHODS

METHOD	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Consultations.....	46.0	54.0	58.6	31.4
Clinical services.....	28.3	32.5	30.3	23.5
Correspondence with individual parents	20.9	31.0	19.2	13.7
Radio.....	13.8	21.4	17.2	5.2
Correspondence courses.....	4.8	7.9	4.0	2.6

interest, and only by 5 per cent of those with an incidental interest.

## RECORDS

It is evident from Table 10 that records are not widely kept in programs of parent education, although the greater

the emphasis on parent education in the agency the more likely it is to keep records of various kinds on its parent education work. Many of the nursery schools report the keeping of home records of the children by parents. Evidently these schools recognize the educational value of such records for parents, as well as their research value. This table indicates that it might be well to point out the valuable source of information on the needs of parents, and on the effectiveness of programs of parent education that well designed and carefully kept records furnish.

TABLE 10  
RECORDS KEPT

RECORD	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Enrolment.....	38.9	61.9	45.5	15.7
Attendance.....	38.1	63.5	42.4	14.4
Individual conference.....	19.6	32.5	21.2	7.8
Educational background.....	17.5	30.2	20.2	5.2
Questions asked in groups.....	14.0	23.8	17.2	3.9
Written reports presented.....	11.6	20.6	11.1	4.6
Minutes of study groups.....	8.5	19.0	7.1	.7

### CONTENT

The most generally considered basis for the choice of content of parent education programs is the needs expressed by parents, according to the trend revealed in Table 11. Second basis is subject matter chosen by specialists; all the

TABLE 11  
BASES OF CHOICE OF CONTENT

BASE	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Needs expressed by parents.....	49.7	73.0	54.5	27.5
Judgment of specialists.....	41.5	55.6	51.5	23.5
Status of parents.....	25.1	45.2	23.2	9.8
Ability of leader.....	16.9	25.3	19.2	8.5

subject matter is modified by the status of the parents and the ability of the leader.

TABLE 12

## CONTENT

SUBJECT	PROGRAMS			
	Total	Major	Minor	Incidental
	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>	<i>Per cent</i>
Behavior problems.....	47.4	71.4	53.5	23.5
Child care.....	44.2	66.7	44.4	25.5
Child feeding.....	43.7	63.5	44.5	24.2
Mental development of the child.....	42.9	66.7	50.5	18.3
Child hygiene.....	41.5	61.9	45.5	22.2
Family relationships.....	40.5	65.1	43.4	18.3
Physical development of the child.....	40.2	61.1	44.4	20.3
Sex education.....	38.6	62.7	43.4	15.7
Mental hygiene.....	38.1	57.1	47.5	16.3
Toys and play equipment.....	37.6	60.3	42.4	15.7
Children's clothing.....	37.0	58.7	35.4	20.3
Children's literature.....	36.0	53.2	38.4	20.3
Recreation.....	33.6	48.4	37.4	19.0
Adolescent problems.....	33.1	53.2	35.4	15.0
Home hygiene.....	32.3	53.2	33.3	14.4
Nutrition of family.....	32.3	48.4	37.4	15.7
Home management.....	30.4	50.0	32.5	13.1
Handicapped child.....	27.2	40.5	30.3	14.4
Development of special abilities.....	27.0	38.9	34.3	12.4
Heredity.....	26.7	42.9	32.3	9.8
Speech development.....	26.5	38.9	34.3	11.1
Educational techniques.....	24.9	40.5	30.3	8.5
Religious education.....	24.3	38.1	26.3	11.8
Retarded child.....	23.0	34.9	27.3	10.5
Superior child.....	22.0	30.2	30.3	9.8
Vocational guidance.....	20.4	31.7	24.2	8.5

The questionnaire contained a list of subject matter topics designed to include all those topics believed to be in general use. Table 12 gives the percentages of the major, minor and incidental programs covering in their teaching each item of this rather arbitrary list. Space was provided in the questionnaire for the addition of other subject matter. Except for art and music the subjects added fall under the headings given. Behavior problems seems to be the subject of most general interest. The composite picture based upon the total returns shows a descending scale of interest from the subjects of general and immediate application, to the

more specialized subjects of child care and training; thus behavior problems, child care, child feeding and mental development come near the head of the list, with the retarded child and vocational guidance at the end. The slight variations from the general trend found in the minor and incidental classifications may be due to the presence of agencies dealing with a specialized field of subject matter such as mental hygiene, health and nutrition.

It is interesting to note that such specialized subject matter as that having to do with the handicapped child, the development of special abilities, educational techniques, the retarded child, the superior child and vocational guidance, all of which recently have received attention from experts, are not given emphasis. Perhaps these subjects in many cases are covered by the general subjects that fall near the top of the list. It is also probable that the number of parents feeling a specific need for instruction in these subjects is relatively small. The fact that educational techniques and religious education fall near the end of the list may be explained by the reliance which many families still seem to place in the school and church for purely educational and religious training. However, the results of any study of content made by such an arbitrary method are unsatisfactory. The most significant fact in these data is the emphasis placed on study of the behavior of the child.

#### SUMMARY AND CONCLUSIONS

The practices listed in the questionnaire, to some extent, are common to all agencies consciously working for the education of parents, whether these agencies place a major, minor, or incidental emphasis upon parent education.

All the agencies show the same general trend in frequency of the practices inquired into. However, the greater the emphasis placed upon parent education the more frequently is any one practice or activity reported by agencies of that group.

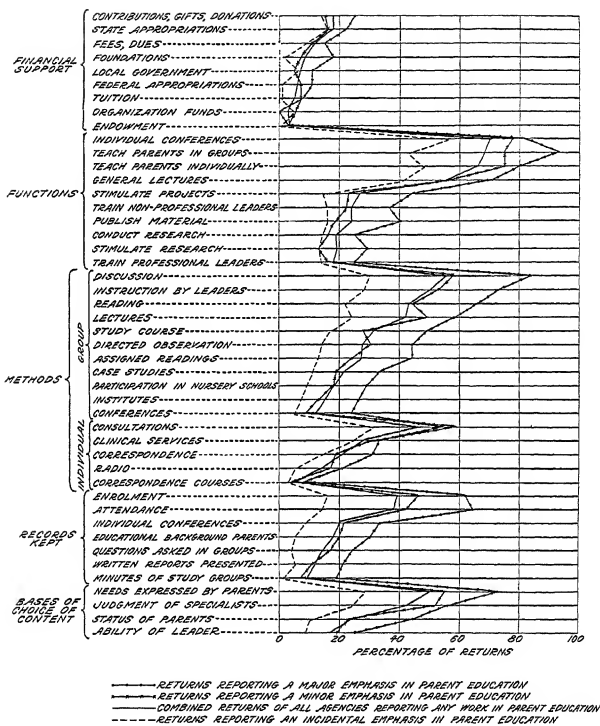
A few exceptions to this trend are noticeable. The minor

and incidental programs give individual conferences with parents as their most common function or activity, while a larger percentage of major programs teach parents in groups. Ninety-three per cent of the major programs report that they teach parents in groups. The major programs also place more relative emphasis upon publishing material and stimulating research than do the other two types of programs. A larger percentage of minor programs use consultations with parents as a teaching method than do either the major or incidental programs, but such consultations are the most frequent method of individual teaching in all programs. The minor programs also place slightly greater emphasis upon directed observation of children as a group method than on study courses, while the major and incidental programs do the opposite.

Considering the returns without reference to the emphasis placed upon parent education, the most common function is the teaching of parents through individual conferences. Seventy per cent of all the agencies in this study give this as one of their functions. In addition, over 50 per cent report the teaching of parents in groups, individually, and by general lectures. Fifty-five per cent employ discussion as a method of group instruction, and 50 per cent instruction by leaders. Fifty per cent base their choice of content on the needs expressed by parents.

Those functions, activities, and practices engaged in least by the agencies as a whole are: conducting and stimulating research; training professional leaders; provision for the active participation of parents in nursery schools; holding institutes and large conferences; the use of radio and correspondence courses as individual methods; the keeping of records, except enrolment and attendance cards; the choice of content based upon the ability of the leader.

The facts that the parent education programs of agencies placing minor or incidental emphasis upon parent education approximate the programs of agencies with a major emphasis, and that these major programs measure highest on an arbitrary schedule of known possible practices of parent



PERCENTAGE OF RETURNS SHOWN GRAPHICALLY





education, are capable of several interpretations. One is that the professional field of parent education, partially supported by foundation funds, is, through organized promotion and the refinement of practices, dominating the field. Another is that these practices are natural to the teaching of parents because of their characteristics. Perhaps both of these conclusions are partially true. However, there is danger that the less self-conscious groups will be overlooked by the professional group in parent education. This survey shows that agencies with different purposes are carrying on parent education as a means to the attainment of these purposes. This fact is important to the development of the whole philosophy of the parent education movement. It raises the questions already propounded by Mr. Lindeman about the functional relations of agencies designed primarily to conduct parent education to those in which parent education is merely an adjunct to a larger program.

## CONTENT

GEORGE D. STODDARD, PH.D.

Thus far there has been no elaborate investigation of the specific content offered parents in child study and parent education work. Some organizations sponsoring this work, or directing the training and supervision of teachers, have known fairly accurately what topics for study were generally recommended; the more popular syllabi or study outlines, for example, have doubtless tended to systematize materials and encourage emphasis upon their particular topics and points of view.

The survey reported here attempts to effect a composite of different practices and trends in subject matter content, without losing sight of the typical preferences of some institutions whose activities are particularly widespread. It makes no attempt to be comprehensive, but presents a picture of present practices and trends.

The section of the questionnaire devoted to content called for three grades of emphasis: 1 greatest emphasis, 2 less emphasis, 3 still less emphasis, and *blank* absence.

It was found that the three highest ranking topics, parent-child relationships, behavior problems, and discipline, deal with relations within the home, fourth place being given to child development as a systematic body of knowledge and practice concerning child growth. Few topics could be classified in home economics proper and the rankings of these are not high.

An obvious difficulty in preparing and interpreting the questionnaire centers about the definition of terms and the overlapping of categories. Probably no two committees could agree on the selection of topics to be used and certainly group leaders must have found considerable difficulty in classifying their activities in accordance with the headings

presented to them. Some indication of this difficulty is shown by the fact that no fewer than forty-nine topics were inserted in response to the invitation to "insert other topics as desired." Examination of these, however, reveals that most of them could have been placed logically in one category or another already listed among the fifty-three on the questionnaire.

The six types of organization most heavily represented in the sampling of 277 groups are given special attention in the paragraphs which follow in order to point out certain shifts of emphasis dependent upon the sponsoring agency. But it must be remembered that there is much divergence even in a particular organization; for example, one group leader in the American Association of University Women marked all fifty-three topics 1, indicating greatest emphasis; while another omitted five topics, marked thirty-nine of the topics 3, least degree of emphasis, two topics 2, and only seven of the topics 1.

*American Association of University Women.* Forty-six groups reported for this association. There is great diversity in the selection of topics and in the emphasis attached to them by various study groups. The most general agreement was upon inclusion of the following topics: behavior problems, discipline, parent-child relationships, sex education, and mental hygiene.

Few groups reported emphasis on the exceptional child, delinquent, deficient and superior, and many did not mention specifically the habits of eating, elimination, sleep, enuresis, and speech. Five groups concentrated on less than ten topics each, but their selection of topics had little in common.

*Child Study Association of America.* Examination of the fifteen groups reporting for the Child Study Association of America reveals a distinct tendency to spread the work of the groups over the fifty-three categories listed in the questionnaire. Practically every group reported *greatest emphasis* upon authority, behavior problems, discipline, emotional relations, environment, imagination, truth, falsehood,

obedience, parent-child relationships and discipline. These groups spent little time on the exceptional child. The content of the group work is noticeably centered about those conditions and problems of child life most often described in *Child Study* and other publications of the association.

*National Congress of Parents and Teachers.* The printing of study outlines, based upon specific books, in *Child Welfare*, the monthly publication of the National Congress of Parents and Teachers, tends to determine the content for their newer groups, at least. As local leadership develops, however, the range of content included in the program widens. The topics given emphasis are: adolescence, emotional and physical; authority; behavior problems; books and reading; child care; child development; curiosity; discipline; emotional reactions; environment; family relations; habits, eating, and sleep; heredity; home management; imagination, truth and falsehood; mental hygiene; money; obedience; parent-child relationships; play; sex education; social responsibility; toys and play materials. Among the groups reporting, the most general agreements were on child care, child development, discipline, environment, health, mental hygiene, obedience, parent-child relationships, play, recreation, and sex education. Again, little time was spent on the topic of the exceptional child.

*California State Department of Education.* Twenty-six groups comprise the sample of the California State Department of Education. While each exhibits a tendency towards individualistic selection of materials, a few general trends may be noted. Most of the topics were represented by a majority of the groups, the most popular ones being: adolescence, emotional; behavior problems, discipline; family relations; obedience; parent-child relationships; social responsibility. As in other organizations the exceptional child was scarcely mentioned as a topic. Other topics not often emphasized were emotional reactions, speech, thumb-sucking, nature in the life of the child, and prenatal care.

*Groups Under Direction of Colleges and Universities.* Eighty-one groups scattered among ten colleges and uni-

versities, thirty-one from the Cornell University Extension Division, comprise the sampling for this type of program. There is general agreement on the inclusion of these topics: behavior problems, discipline, habits of eating, obedience, child care, child development, and toys and play materials. Topics rarely listed were: art in the life of the child, authority, the child and the school, the exceptional child, prenatal care, and vocations. Very few of the Cornell groups made specific mention of mental hygiene.

*Federal Board for Vocational Education.* The groups under the jurisdiction of the Federal Board for Vocational Education are represented by a sample of twenty-three groups in twelve states. They tend to place chief emphasis upon behavior problems, family relations, health, nutrition, and parent-child relationships. The exceptional child is not emphasized as a topic of study. There is a noticeable agreement among groups within a state, but wide divergence between states.

The fact that few groups checked *the exceptional child* as a topic for discussion does not necessarily indicate that the problems relating to the unusual child are not frequently discussed. It may, on the other hand, suggest that the unusual child is not singled out as a problem child but rather that the difficulties which arise because a child is unusual in some respect are discussed in connection with a number of topics.

In spite of the limitations pointed out, a fair picture is given of the major emphasis in child study classes over the country. The programs clearly tend to center about the practical problems which confront parents everywhere, and there is a recognition of the well-established truth that the whole child and the persons and things in contact with him must be studied in order to throw light on the commonest problems. In the aggregate the fifty-three topics, or any similar set of topics covering essentially the same ground, cover a tremendous range of subject matter and it is small wonder that many parents have enrolled in regular groups in order to achieve some degree of mastery in such a complex field.

## FACTORS DETERMINING CONTENT

Table 13 summarizes the principal bases on which the content was chosen. Although less than one-half the group leaders responded to this question in accordance with the headings listed, it is clear that most of the work arises out of the immediate needs of the parents concerned. Probably a large proportion of content chosen by the leaders could be redistributed under the other categories, since remarks inserted in the blanks by group leaders indicate that topics

TABLE 13  
BASIS FOR CHOICE OF CONTENT

BASIS	STUDY GROUPS	
	<i>Number</i>	<i>Per cent</i>
Questions prepared by leaders.....	63	23
Questions asked by group.....	40	14
Observation of children.....	13	5
Reports.....	9	3
Literature in child study.....	5	2
Case studies.....	3	1
Records.....	1	0.3

selected by experienced leaders were usually based on the felt or expressed needs of the parents themselves.

## PROBLEMS IN SECURING AND EVALUATING MATERIAL

Opinions on the content of courses for parents vary all the way from a disbelief in any great importance as to just what is taught, as long as new attitudes and habits are built up, to an insistence that the facts and principles of child development and of everything pertaining thereto shall achieve highest validity. Group leaders depend largely on their own experience and that of the group itself, but it may be profitable to discuss briefly some of the sources of reliable content and some means of checking its accuracy.

Five principal sources throw light on what the needs and problems of parents are and, in part, supply solutions: (1)

questions asked by parents; (2) needs expressed by children; (3) observations of child behavior; (4) analysis of findings in nursery schools; (5) contributions from specialists in child development and professional men.

*Questions by Parents.* These are especially valuable when obtained before or near the beginning of work in parent education classes. Later on the parents tend to think along the lines of problems proposed in manuals and texts, and the questions are clearly less spontaneous than those arising from first-hand experience.

*Needs Expressed by Children.* This criterion has special usefulness as the child enters school and at the time of adolescence. Little children should be seen and heard, or more precisely listened to, if one is to appreciate some of the more subtle problems in their lives.

*Observation of Child Behavior.* Such observations may vary all the way from casual watching or listening to elaborate experiments carried on in research institutes.

*Analysis of Findings in Nursery Schools.* Nursery school teachers are, in a sense, parents *pro tempore*. They learn much about the needs of children in relation to the knowledge, practices, and attitudes of persons associated with them. Their skill in observation and special training are of particular value in interpreting the social and mental hygiene aspects of child care, and in organizing an adequate physical environment.

*Contributions from Specialists.* Doctors, dentists, nurses, architects, naturalists, literary writers, all these have much to contribute to a well-rounded subject matter for parent education. Perhaps the bulk of materials of immediate access has been contributed by psychologists, educationalists, sociologists, doctors, and literary people. Practically every aspect of child life and parent education has been written about by specialists, but eventually the process appears to be one of replacement, old facts and theories may disappear while new problems and proposals emerge. In short, parents may feel submerged and confused by the great mass of writ-



ing in the field, only to discover a dearth of interesting and reliable materials on many specific topics.

Research institutes over the country are increasingly accepting the responsibility for reliable and valid findings concerning the multitudinous aspects of child life. In many cases their programs arise directly from a consideration of the needs listed above, but their chief concern is with a scientific study of the child and his environment. They may be expected to set up practices, discover relationships, and measure effects to the end that many things and ideas about children which are now largely a matter of conjecture may be definitely established one way or another. But the immediate responsibilities of parents will not thereby be lessened; rather they will be increased, for parents will know of more things to be learned and applied, and more of the effects of their deficiencies and excellences in knowledge, skills, and attitudes upon children.

A much more valid and reliable picture of what is taught in parent education over the country could be gleaned by an adequate sampling of groups with respect to: (1) textbooks, articles, and syllabi utilized, showing actual amount read and discussed; (2) amount of time devoted to specified sections of the field; (3) supplementary data on the intangible content, observations reported in the home and nursery school; (4) some measures or evidences of the amount actually learned as well as presented; (5) knowledge of the age range for which the materials are valid.

As a matter of fact, I feel much safer in predicting the needs of parents, in the light of present knowledge, than of pointing out any valid educational procedure for inducing parents to learn, to practice, to change attitudes. We must work not only on our materials and methods, but on the minds and emotions of the people whom we seek to influence.

Obviously, little in the present survey bears upon the difficult question of what should be taught. A few postulates may help to stimulate discussion:

The content should be based upon the underlying needs of parents. In many cases these will differ from the particulars which parents may offer as problems.

Not everything can be taught even in principle, and certainly only a small number of specifics. Hence, there must be a selection. Factors influencing this selection are: (1) cruciality of need; (2) universality of need; (3) availability of valid knowledge or techniques; (4) teachability of materials and practices; (5) applicability of the teachings in the actual home situation.

Whatever is taught should, in the experimental stages of the work, be measured in order to ascertain not only the final probable effectiveness of parent education, but to prevent much waste of time and effort in attempts to accomplish the unfeasible.



## PARENT EDUCATION PROGRAMS



## PARENT EDUCATION PROGRAMS

### NATIONAL PROGRAMS

IT would be expected that parent education programs would be classified according to their functions, that is, what they do in terms of teaching parents, conducting research, training leaders, and coordinating activities. They are, however, more often mentioned as *national*, *state*, or *city* programs or grouped according to the sources of their funds such as *Smith-Hughes* or *Smith-Lever*. Obviously, the functions of any program are conditioned by both the area to be served and the purposes of the appropriations which support it.

In making a choice of the word pictures of typical programs to be included in this volume, all these categories were considered. A movement as young as parent education and one as diverse in form can hardly be said to contain typical programs. There are, however, certain forms of organizations and certain functions which appear in programs when they are grouped under any of the headings mentioned above. Since they classify themselves even more readily on the basis of the problems they present, and since one of the purposes of this volume is to indicate the areas needing further development, some of the outstanding problems will be mentioned under each type.

National programs of parent education are of three types: (1) programs developed by national educational organizations which have parent education as a major function, (2) programs which are a phase of the home economics and health work carried on by various divisions of the federal government, and (3) the program of the National Council of Parent Education. Examples of the first type are described in the succeeding pages. The state pro-

gram developed under the Division of Vocational Education in Oklahoma and the state and county programs which are a part of the Smith-Lever Home Economics Extension Service in New York, Illinois, and Iowa are examples of the second type. The third, represented by the National Council of Parent Education, is unique both in its organization and purposes since it has arisen in response to a need for a coordinating body which would utilize the leadership in the field to integrate the various phases of the parent education movement in this country.

Parent education of national scope necessarily must be concerned with relations to other educational movements. Although in most cases each program represents a specialized phase of education such as the public school, collegiate alumnae, and home economics education, it must view its special interest in relation to the whole field of education and also in relation to the common specialty, parent education. The problems that arise in any consideration of national parent education can be classified under three heads: (1) those which concern the place of parent education in education in general; (2) those which have to do with the functions of the various agencies within the parent education group; (3) those which arise within the national agency itself.

The first set of problems involves such questions as the relation of parent education to adult education, the significance of the education of youth for home and family life, the contribution of social agencies to parent education, and the coordination of such interests as the nursery school, child development research, progressive education, research in the social sciences, and the child guidance clinic, for the advancement of education for parents.

The second set of problems is concerned primarily with the development of parent education as a means to more effective parenthood. They are also concerned with the coordination of the various interests which these agencies represent in states and communities where parent education work is in operation. Since one of the important functions of na-

tional work is to stimulate the development of state and local work, the problems of coordination within the smaller units will become increasingly complex. The organization of the National Council of Parent Education is an indication of the need for coordination on a national scale.

The third set differs somewhat according to the interest involved. However, all national programs have become increasingly aware of the need for training leaders and are directing their efforts toward the discovery and development of persons who will lead parent groups. From the beginning national offices have been important sources of the material used by parent groups. As local resources develop, this need for material from national offices may diminish, but at present the national agencies are called upon to supply a conspicuous amount of the subject matter used by individual parents and by study groups.

The budgets for three national programs were reported and are as follows: \$11,500, \$17,000, and \$160,000 a year. In one instance all funds are obtained from gifts; in another about 30 per cent from gifts and 70 per cent from membership fees and donations; in another, 72 per cent from gifts and 28 per cent from membership fees and donations. Of organizations financed by public funds, some receive their support from federal and city monies equally; one receives half from federal and the other half equally from state and city monies; another receives a third each from federal, state, and city funds. One large national organization includes overhead in its general budget; two others do not; those supported by federal, state, and city funds pay overhead out of city monies. In most instances, travel and salaries are paid out of the general budget, but in organizations supported by federal, state, and local funds, such items are paid from local monies.



AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

KATHRYN McHALE, PH.D.

*Aims*

The parent education program which has been developed as a part of the adult education program of the American Association of University Women has received widespread and increasing interest from groups within and without the association.

Since 1922 the program has aimed to give to parents, teachers, social workers, and other adults interested in the education of children a more scientific understanding of children from infancy through adolescence, and to evaluate educational methods. Through such study the association hopes to improve the methods of dealing with children in homes, schools, and centers established for their education.

Developments in the program for this association's membership and type of leadership to serve the country as a whole are continuing with special emphasis upon: (1) more adequate subject matter content suitable to study programs for parent groups, grandparents' groups, or leaders' groups, on infancy, early childhood, preadolescence, adolescence, the school and home; (2) educational methods for more adequate study group administration techniques, not as entities, but to determine the value of the method used as the instrument of instruction.

Membership in the association requires a bachelor's degree from an approved institution. All members, therefore, have had training in psychology, biology, and other fundamental subjects of pertinent interest to the content of parent education.

*Activities*

The educational chairman of each branch selects study group leaders from this membership according to demonstrated interest, ability and enterprise in parental education. In some branches, as in Marshalltown, Iowa, leaders are

carefully trained for their work by a well qualified member. In some states, such as Michigan, institutes or training courses for leaders have been held each year. In addition, assistance is given to all leaders from headquarters. The association has encouraged its leaders to take leadership training courses such as those offered by the University of Iowa, University of Minnesota, Merrill-Palmer School, and Teachers College, Columbia University.

The association's educational activities extend through 40,000 members and 535 branches over the United States, Spain, China, and Japan. Study group work has been a major part of this activity program. The members are urged to study various aspects of the education of children as their own children develop, thus they progress from the subject matter of the preschool child upwards with the growth of their own children. They are encouraged, after a year or two of study, to initiate, with the cooperation of local educational agencies activities for the improvement of conditions in their communities. Many communal activities are under way each year. These include: state programs for the improvement of rural education; sponsoring county school supervision; libraries; legislation and appropriations; the establishment of nursery schools; annual educational toy exhibits; collegiate guidance programs; radio education; leadership preparation for other organizations.

Guidance materials for study groups, bulletins, and outlines for branch meetings are developed and published. Pamphlets and reprints containing subject matter pertinent to the program are also published. One-third of each issue of the *Journal of the American Association of University Women* and the *Month's Work* is reserved for developments in this program.

A traveling library of over 1,584 books and pamphlets on parent education is maintained for the individual members and study groups of the association.

The American Association of University Women is one of the eight agencies responsible for the establishment and promotion of the Washington Child Research Center in

Washington, D. C. This Center affords an opportunity for the scientific study of children and the education of parents. The association cooperates with many educational organizations and institutions. Prominent among these are the American Council on Education, the Southern Women's Educational Alliance, and the National Council of Parent Education.

### *Financial Support*

In February, 1924, a grant of \$27,000 for two years and three months was made by a foundation. Beginning June 1, 1926, an additional grant of \$50,000 was made. This was payable to the association, \$15,000 the first year, with an annual reduction of \$2,500 a year and a final payment of \$5,000 for 1930 to 1931.

A special appropriation of \$2,000 was made available for a publication fund from June 1, 1926, to May 31, 1931.

The association's program purposes to serve primarily its nine sections, thirty-eight state divisions, and five hundred thirty-five branches. Guidance materials, exhibits, and direct help have been sent from headquarters to parent teacher and child study association groups, mothers' clubs, libraries, book dealers, church associations, college departments, individuals, and to the association's membership. Requests for assistance have been received from many sources, and almost every country in the world.

In seven years 1,859 parent education study groups alone have been served. Totals for branch study groups are:

Preschool	Elementary	Adolescent	Other	Total
997	374	265	119	1755

There were in all 104 non-branch study groups formed and assisted in this time.

AMERICAN HOME ECONOMICS ASSOCIATION  
HELEN W. ATWATER*History*

The American Home Economics Association was founded in 1908 to promote better home making. The ten annual sessions of the Lake Placid Conference, of which the professional association of home economists was in a sense the offspring, had the same aim and had discussed it with the belief that the way to improve home living conditions was to apply the findings of science to the problems of the home and the family. That these problems included those of child care and training was recognized from the first. However, lack of systematic knowledge of the scientific principles underlying child development prevented giving, in practice, the important place to child care which it was assigned in theory. When, a few years ago, enough suitable technical knowledge seemed to have accumulated to form a safe basis for practical instruction in the care and training of children, home economists began asking how they could use it in their program for better home making.

Systematic study of the relation between home economics and child training was undertaken by the association in 1925, when it appointed a committee with a twofold responsibility: (1) to formulate plans for a program of association work in child care and parent education; (2) to assist in securing funds to put the plans into effect. The chairman of the committee was Anna E. Richardson. A tentative plan, entitled *A child care and training program for home economics*, was submitted to the Laura Spelman Rockefeller Memorial, which made a grant of \$10,000 for 1926 and \$8,000 for each of the three following years.

The program to be carried out under this grant included four major features: (1) study of work in child care and parental education connected with home economics, including a survey of work in colleges, experimental schools and centers, public schools, associations, and organizations, with

special reference to qualifications of teachers and leaders, content of courses, methods of work, cooperating departments and agencies, and methods of organization; (2) promotion of further interest among association members, homemakers, and the general public by developing cooperation with other interested organizations, association membership on national committees and councils, and suitable magazine and newspaper publicity; (3) publication in the *Journal of Home Economics* of digests of the important current articles and books dealing with the subject; (4) development of a consultant service for individuals and institutions concerned with child care and parental education.

The significance and possibilities of this program in the development of education for home making made it essential to secure for it the wisest possible guidance. The association entrusted the general direction to an advisory committee whose chairman is Edna N. White, director of the Merrill-Palmer School and chairman of the National Council of Parent Education. It was equally important to put the actual work in charge of a person of broad vision, wide acquaintance in the general educational world as well as in that of home economics, and familiarity with school and college organization. These qualifications were happily combined in Miss Richardson, who had been chief of the Home Economics Education Service in the Federal Board for Vocational Education for five years before becoming dean of home economics at Iowa State College; and the association was fortunate in persuading her to become field worker in child development and parental education, beginning September 1, 1926. Miss Richardson remained as field worker until her death in February, 1931.

When the original grant expired, the Laura Spelman Rockefeller Memorial made a second grant of \$10,000 a year for five years, thus providing for the work until 1935.

### *Activities*

The field worker has had her office at the Washington headquarters of the association and is included in its list of

officers. The association contributes toward rent and minor office expenses and has made certain special appropriations for travel and printing. The reports of the field worker and the advisory committee appear in the annual *Proceedings Bulletin* of the association; and its official magazine, the *Journal of Home Economics*, carries informal accounts of developments of the work as well as other material on child care and parental education; especially important are the abstracts from periodical literature which appear each month.

The first systematic study undertaken was a survey of what school and college home economics departments were actually offering in child development and parental education. Information was gathered largely through questionnaires, though the quality and interpretation of the returns were greatly aided by Miss Richardson's field trips and her close acquaintance with many of the institutions and their workers. The number and distribution of the returns indicate that the study gives a fairly comprehensive picture. These come from 190 colleges and universities, 91 city supervisors of home economics, and 50 state and territorial supervisors of home economics, representing in all 48 states and 2 territories. The findings were published in 1928 as a bulletin of the American Home Economics Association.<sup>1</sup> It is devoted, largely, to work in day schools, part-time schools, adult courses, college residence courses, and college extension courses, showing extent and organization, aims, contents and methods, requirements for pupils and teachers, and cooperating agencies. There is a brief historical introduction and a final chapter on *Problems and Suggestions for Meeting Them*. Even those familiar with developments in home economics were surprised at the extent and vigor of the movement as shown in this summary.

A more detailed study of child care as it is taught in junior and senior high schools naturally followed the survey and has led to the collection of many interesting reports

<sup>1</sup> Richardson, A. E. *Child Development and Parental Education in Home Economics*. Washington, D. C.

from schools in all parts of the country. These have not yet been assembled in bulletin form, but they have yielded various helpful papers for the *Journal of Home Economics* and were extensively used by Miss Richardson in her field trips and conferences.

Education for home making is somewhat hampered by the fact that the majority of our careful studies of actual homes have been undertaken by welfare agencies or others whose primary concern is with the abnormal or unfortunate family, rather than with what we like to think of as the normal, successful one. As a tentative step toward overcoming this difficulty, the association cooperated with the Bureau of Home Economics in a study of factors which make for successful family life. This was based on a large number of case studies made and interpreted by Mrs. Chase Going Woodhouse, and is interesting not only for the facts revealed but also as an attempt to discover a method for the objective study of the less material elements of family life on which successful home making depends.<sup>1</sup>

The question of how home conditions should be modified to secure the best development of the child is doubly important to home economics, because the answer affects what is to be taught about home management and child care. To study this question satisfactorily the cooperation of actual homemakers is required. Two home economics honor societies, Omicron Nu and Phi Upsilon Omicron, were invited to join the American Home Economics Association in a study of home management in its relation to child development. Both organizations agreed to contribute money and to enlist the help of their home making members for answering questions. The general plans and supervision were under Miss Richardson and her advisory committee; the detailed work was done by Miss Ruth Lindquist, who was working under Dr. Ernest R. Groves at the University of North Carolina. Her first report was written for the practical benefit of thoughtful parents such as the 306 wives and 229 husbands who filled out the questionnaires on which she

<sup>1</sup> "A Study of 250 Successful Families." *Social Forces*, June, 1930.

based her conclusions. A more detailed presentation is intended primarily for teachers and administrators concerned with education for marriage and parenthood, though it should also be valuable to students of social science and others interested in what society can provide for the improvement of family life.<sup>1</sup> Practical suggestions for teaching home management are to be included in yet another book. Throughout, the aim is to show how healthful and satisfying family life can be promoted under the actual conditions of today.

Except for the original survey, the field worker has not usually devoted the major part of her time to these special studies. During the first two or three years, she made many field trips, seeing at first hand what was going on in various places, learning who were the leaders and what special problems and needs they were confronted with. Later, state or regional conferences were substituted for special visits, a plan which not only economized time, money, and strength but which had the added value of stimulating workers from neighboring institutions through the informal give-and-take of experience and ideas. The National Council of Parent Education cooperated in some of these meetings. The office of the field worker constantly has served as a clearing house of information on home economics in relation to child care and parent education. Pertinent books, pamphlets and reports are assembled, and the effort is made to be ready to answer at least the more usual questions asked by home economics workers in this new field, and by others. Suggestions and guidance are also furnished to those entering the field, an important service, since this increasingly popular movement is one in which zeal can easily outrun discretion.

Making and maintaining contacts with other organizations and persons interested in child training and parent education has been another prominent feature of the work. The field worker represents the association on cooperative

<sup>1</sup> Lindquist, Ruth. *The Family in the Present Social Order*. Chapel Hill, University of North Carolina Press, 1931.



boards and committees, and attends meetings of groups with kindred interests, speaks and writes for magazines. The association has taken part in this way in the Fifth Pan-American Child Congress, December 1928, and in five international meetings in Europe in 1929.

The association is one of the eight cooperating agencies which established the Washington Child Research Center. This started on a grant from the Laura Spelman Rockefeller Memorial and opened in February, 1928. Its activities include a nursery school, a consultation center, parent education, student training, and research.

The last five years have seen an amazing growth in the movement for parental education. Many and varied factors have been concerned in its development. The White House Conference has been of inestimable value in making the public aware of the importance of training for parenthood. It has brought to home economics the opportunities to win wider recognition. In this sense home economics means, not teaching girls to cook and sew and clean, but teaching home making, how to make a home which shall furnish the best possible setting for individual development and satisfactory family life. To strengthen this work of home economics and to interpret it to the public has been the aim of the program in child development and parental education which the American Home Economics Association has carried on under the leadership of Anna E. Richardson.

#### CHILD STUDY ASSOCIATION OF AMERICA

SIDONIE M. GRUENBERG

#### *History*

In 1888 three mothers who felt the need of becoming familiar with the fundamentals of child psychology formed a small group which became the nucleus of the present Child Study Association of America. They met regularly, following an outlined course of study, and the work proved so

stimulating and practical that gradually other groups were formed. In 1908 it seemed necessary to have a central organization to pool resources, to foster general growth through lectures, conferences and special committees, and to avoid duplication. This central organization became known as the Federation for Child Study, the aims of which were "to secure, tabulate and distribute information concerning methods of child study and their practical application, to undertake original research, to furnish means of cooperation between societies having similar aims, and to conduct conferences and lectures." Its slogan was "to make our parenthood more intelligent and of the highest use to our children."

Certain phases of the work were undertaken by volunteer committees: the Children's Literature Committee reviewed and evaluated new publications; the Work and Play Committee collected data concerning games, amusements and occupations of children; and the Reference Bibliography Committee surveyed the fields of sociology, biology, psychology, and education in search of literature and material which could be adapted to the use of parents. Later were added a Committee on Information About Schools, a Parents' Bibliography Committee, and a Music Committee.

The contribution of special committees continues to constitute a distinctive feature of the association's work. They are composed of professional staff and volunteer members of the association whose work has developed as an outgrowth of a study group activity and who give service based on long experience in their special field. The present working committees of the organization include: Summer Play Schools Committee, Parents' Bibliography Committee, Children's Book Committee, Committee on Research in Periodical Literature, Committee on Children's Art, Music Committee, Schools' Committee, Inter-Community Child Study Committee, organized to extend child study and parent education among Negroes, and the Field Work Committee.

A significant extension of the association's activities occurred in 1917 when the Summer Play Schools Committee

organized a piece of war emergency relief work. This committee set up a program of all-day care of undernourished children during the summer vacation. This program developed into a more comprehensive attack upon the whole problem of activities for children obliged to remain in the city during the summer, including considerations of health, recreation, creative work in the arts and crafts, social adjustments, and so on. The committee's chief task is to demonstrate how existing institutions and equipment might be utilized effectively for the service of children during the summer. The play schools have grown in number until there are now 24 such centers in New York, Cleveland, Detroit and Memphis.

In 1923 the directors of one of the Foundations, recognizing that the material gathered by the Federation for Child Study might be of use to many more parents than the organization could reach, awarded a grant for the extension of its work, and the organization was incorporated under the name Child Study Association of America. At the same time the work was extended over a wider field, reaching many more groups both within and beyond the area of New York City, and including the training of leaders in parent education to meet the increasing demand for leadership. In 1924 the Child Study Association in cooperation with Teachers College, Columbia University, conducted the first course for leaders in parent education.

The present membership of the Child Study Association is both local and national. The major aspects of the work are as follows: serving directly the members of the association, parents or other workers with children who are intent upon improving their own methods of living with children and upon reorienting themselves in the face of new knowledge and new conditions; experimenting in methods in parent education adapted to various segments of the population; gathering and developing materials to make available to more and more of the general population the results of research, experimentation and study; training leaders to

meet the needs of the expanding movement for parent education.

The study groups, the consultation service, the library, the publication, the committees, the lectures, and other means employed for helping the members directly also serve to furnish materials, experience, stimulation and vital guidance in the extension of parent education to and through groups that are not part of the association.

We feel that the association's present position in the parent education movement is due in large measure to its development from a strictly lay organization concerned with the practical problems of parents. The original problem which the early workers set themselves, namely, keeping informed in a scientific and changing world, may account in part for the adaptability, the experimentation and the resourcefulness under varied conditions. With this distinctly practical motive of the parent background is associated the spirit of extending services rather than of promoting the organization as such.

### *Study Groups*

The work of the study groups is the core of the association's activities. The study groups constitute the laboratories and experiment stations through which methods are developed and evaluated. Distinct advances have been made in conducting groups, studying various subject matters and of extending interest in child study to new areas of the population. Special groups have been organized for Negro mothers, for immigrant mothers, for mothers of children enrolled in the summer play schools, and for other well defined groups. Along with this expansion there has been a systematic organization of the records which supply data about those interested in parent education as well as valuable materials for the guidance of leaders, for publication, and for other uses.

The nucleus of the study group work is the conduct of groups at association headquarters, which are planned to

cover various age ranges of children, as well as special problems of parent-child relationships. Headquarters groups are organized among active members of the association, on a basis of common interest, and are led by staff members and specialists from allied educational fields. These groups offer students from universities and other educational centers unusual opportunities for observation of group work, the use of material, the technique of leadership and methods in parental education.

### *Consultation Service*

Perhaps the most distinctive recent outgrowth of the study group work is the Consultation Service, which was established to meet the needs of members whose problems were too individual or too keenly felt to be submitted to group discussion. This is a systematic effort to meet problems of child adjustment by working exclusively with the parents. It has already yielded valuable results to members and leaders, and promises to contribute significant material for parent education.

### *Training Leaders*

The training of leaders, through special courses, weekly seminars, observation opportunities and individual conferences with staff members, is recognized as of prime importance, since the availability of competent leaders is a limiting factor in expansion of the parent education movement. The director of the organization conducts a weekly course at Teachers College, Columbia University, which has been influential in making parent education part of the common thought of professional educators. In cooperation with the New York State Department of Education and the United Parents Association an experiment is being conducted in training lay and professional leaders through special courses. Opportunities are also offered workers and students for observing different kinds of parents' groups, under a variety of conditions.

*Field Work*

The field work committee is studying the problems which arise in conducting study groups with parents of limited education, or those belonging to a special racial or national group. At present it is divided into three subcommittees, making individual studies of the racial background of Jewish, Negro and Italian groups. A number of leaders or students from each of these groups have contributed to this study. When the material is in final form it will be available for reference. Other projects deal with the use of pictorial material in illustrating specific subjects discussed in study group meetings, and with the preparation of simple printed material in a form suitable for use with study groups composed of parents who have a limited knowledge of English. The work of this committee is closely related to that of the leaders group, and the members are already leading child study groups or are preparing for leadership.

*Conferences*

To bring to parents, who are primarily interested in specific problems, the larger implications of child psychology, and to offer members the stimulation of direct contact with authoritative leaders in new educational thought the association from its earliest days has sponsored lectures and conferences. General interest in the child study movement led the association, in 1925, to conduct a public conference to present to others, besides members, the relation of different branches of knowledge to the study of children. This first national conference on parenthood was enthusiastically attended and was the direct inspiration of the many conferences which have since followed under various auspices.

*Publications*

The need for suitable printed material became apparent during the early years, and the association found it desirable to prepare annotated lists of selected books for parents

and for children. Later the accumulated experiences of the study groups were organized into pamphlets on special topics of perennial interest to members. The association also published a variety of pamphlets and books for study and references embodying the thought and observation of leaders and students. In 1923 it began publication of the *Bulletin of the Federation of Child Study*, which was gradually enlarged to the present monthly magazine, *Child Study*. The *Discussion Records* and *Parents' Questions* represent a new type of literature. The former is prepared in the conviction that the principles regarding the guidance and training of children which have been worked out by psychologists and educators and have proved useful to many parents, can be made to serve all parents. The latter grew out of the study group work and covers fundamental recurrent situations which arise between parents and children, presented by the use of challenging questions instead of didactic statements. A mimeographed bulletin of *Abstracts and Notes on Parent Education* is intended for the use of group leaders and others professionally engaged in the field of parent education.

It became increasingly desirable to provide special books of reference for the actual work of the study groups. In 1924 a special library fund for this purpose was established as a memorial to Alice Morgenthau Ehrich. Since that time many personal bequests and endowments have added to the library until it has become one of unique value and service, containing several thousand volumes, a file of current magazine articles, and the minutes of the various study groups.

The policy of the association has been to utilize all existing resources for promoting parent education through other agencies. Speakers, leaders, exhibits and materials are furnished for special conferences and meetings of other organizations. The association cooperates in special courses of study offered by colleges, universities and associations interested in work with young people; it gives assistance and advice to affiliated study groups in the preparation of programs and bibliographies, and to individuals in the prepara-

tion of special articles. In various other ways cooperation is planned to meet the individual and local needs.

### *Financial Support*

Through the impetus given to parent education by the nation-wide grants of one of the foundations, all of the association's activities have increased, with a consequent increase of budget. This budget is covered through four distinct sources of income: (1) membership fees; (2) individual contributions; (3) grants from foundations for the extension program and other special activities; (4) sales of literature, magazine subscriptions and advertising, admission to lectures, and other miscellaneous sources.

#### NATIONAL CONGRESS OF PARENTS AND TEACHERS

ADA HART ARLITT, PH.D.

The National Congress of Parents and Teachers began its program in parent education with its organization as the Congress of Mothers in 1897. During the early years of the congress, the main purpose in the mothers' clubs was child study and parent education. This fundamental purpose has continued to function in the development of parent teacher associations to the present time.

The National Congress urges the establishment of study groups and provides a program service for high school, grade school, and preschool groups in the *Child Welfare Magazine*. For many years this magazine has outlined each year one or more books so that it could be used by the study groups for discussion meetings. These outlines not only give material for discussion, but they are supplemented by additional references. Such books as *Training the Toddler* by Elizabeth Cleveland, *The Training of Children in the Christian Family* by Luther Allan Weigle, *Character Education* by Germane and Germane, *Problems of Childhood* by Angelo Patri, and *The Drifting Home* by Ernest R.



Groves, illustrate the wide variety of fields represented. At the present time a series of articles is being published in the *Child Welfare Magazine* which can be used as a basis for group discussion. Each article is followed by a series of questions to provoke discussion and a list to stimulate further reading.

Through its summer round-up, the congress has for many years conducted a widespread program of parent education in the field of health. The organization urges parents to bring all children who are about to enter school to a free clinic for physical examinations. This has led to a better knowledge of physical handicaps and health hygiene on the part of parents and to the correction of innumerable physical defects which would have handicapped children on school entrance. An additional check is made to ascertain how many corrections have been made.

The most recent development of the congress program has come as a result of a grant from a foundation. Consultation service will now be furnished to those state congresses that wish to develop and strengthen programs already in operation or to set up programs. The grant provides for the publication of material on parent education, material on the organization of study programs, and bibliographies. The publication program of the congress is already under way. Through the joint project of the bureau of parent education and the bureau of publications, a *Parent Education Yearbook* has been issued for the first time. The material has been so organized that it can be used by local groups who wish to set up programs, by institutions who wish a reference book covering the parent education movement in the United States, and by educators who wish to know the field of parent education. Each year this book will cover phases of parent education, important to parent teacher associations and to educators in general. The leaflets, always a part of the publication program in the congress, will contain additional material on parent education of particular use for individual parents. The first of these leaflets is entitled *Your Child Enters School for the First Time*.

The methods employed by local groups using the material furnished by the National Congress differ so widely that it is impossible to make any general statement as to the type of leadership used or the organization and conduct of study groups. This diversity of organization makes it impossible to consider in detail the outside affiliations of the local units in financing and carrying on parent education programs. The national program works with the National Education Association, the National Council of Parent Education, the American Library Association, the National Committee on Mental Hygiene and the American Social Hygiene Association, the Elizabeth McCormick Memorial Fund, and many other state and local institutions, organizations, and foundations. The persons served are members of local units of the National Congress of Parents and Teachers.

It is believed that no organization has expressed as fundamental and at the same time as comprehensive a program in parent education as that set forth in the resolutions at the Charlestown Conference in 1928. The National Board of Managers of the National Congress of Parents and Teachers believes that universal education for parenthood is of supreme importance to the highest development of our civilization. It urges that:

- Colleges give special attention to problems of parenthood and home making

- Directors of summer schools make special provision for classes in parent education as rapidly as suitable instructors are available

- Teachers colleges include special training to prepare their graduates to lead parent education groups in local communities

- Graduate teachers colleges provide for the training of teachers to present parent education in undergraduate schools

- Extension and correspondence study departments of colleges and universities develop courses in parent education

Every elementary school principal take courses in parent education or encourage some other member of the school faculty to do so

Visiting teachers be properly equipped to do individual and group work in parent education

Public libraries feature special collections of books, pamphlets, and periodicals on home making and parent-hood

State and city school officers look forward to bureaus of parent education as a permanent part of their regular staffs

#### FEDERAL BOARD FOR VOCATIONAL EDUCATION

ADELAIDE S. BAYLOR

#### *History*

From the beginning of the vocational program in home economics education of the Federal Board for Vocational Education the training of adults for home making has been emphasized. In 1918, the first year after the vocational program was launched in the country, there were enrolled 22,360 adults in home making classes, a number which has steadily increased until at the present time, there are enrolled in such classes, 105,838 adults.

Since the analysis of a vocation to determine the responsibilities to be discharged as a basis for training in that vocation is an essential in vocational education, one of the first steps in organizing the program of vocational education in home economics was that of outlining and defining the responsibilities of the homemaker. The result of such an analysis was to set up in bold relief the responsibility of the homemaker for child development and the maintenance of satisfactory family relationships. It showed clearly that learning to cook and to sew were only parts of the major responsibilities for feeding and clothing the family, and that the two latter were coordinate with other

responsibilities, including, especially, child development and family relationships.

As a result of these findings, those responsible for the vocational education program in the early years began to incorporate in their home making programs units in child care and family relationships. In one state in 1919-20 a program for parent education, known as *Mother Training*, was introduced and the conference method of procedure was used to pool experiences of mothers. Each one enrolled with the understanding that she had a real family problem for solution and pledged herself to work on that problem until it was fairly well solved but to lend aid to other mothers in the class on any of their problems that she had met and at least partially solved. This was the beginning of an actual state vocational program in parent education, and was initiated by the farsightedness of the state supervisor of home economics and carried on under her direction. She taught classes in parent education, trained leaders, and promoted the program which still continues. In 1930, parent education classes for adults were conducted in 69 centers of that state with 894 hours of instruction. In these centers, approximately one thousand dollars of federal funds were expended for parent education alone.

A second state soon took up the work. Again the state supervisor of home economics saw the need and recommended to the state board for vocational education that a paid expert in parent education be brought into the state to launch the program. This work developed rapidly and additional full-time workers were secured as the demands had to be met. In 1930, 1,085 class meetings in parent education were conducted, with an enrolment of 2,632 and an expenditure of \$3,498.33 from federal funds. So great has the interest in parent education become in this state, that all agencies working for the welfare of children have been coordinated into a state council of parent education.

In a third state, the impetus for developing a state program in parent education as a part of the vocational program in home economics came somewhat later but with sufficient

force to make the work stand out in relief. There were well trained specialists in four of the larger centers giving their full time to classes in parent education.

In other states, the adult classes in foods and clothing have gradually developed into parent education through emphasis on children's needs in these fields. In such classes discussion of the development of proper food and clothing habits in children has included child psychology and led to special classes on behavior problems of children.

In adult vocational classes the teachers giving instruction in foods, clothing and management who have the right viewpoint on parent education, find it easy to create interest in it, and later, to organize classes for that purpose. In the last five or six years, adult vocational classes in home management have increased in number and readily have lent themselves to the organization of additional units on child management and family relationships.

The Federal Board for Vocational Education, realizing its responsibility for improving home and family life through the vocational program in home economics, in 1919 published jointly with the Children's Bureau, a bulletin entitled *Child Care and Child Welfare* for senior students in colleges and universities preparing to teach home economics in vocational schools. This bulletin has probably been the most in demand and the most widely used of any published by the Federal Board for Vocational Education. It is now in process of revision.

The widespread interest in parent education that has developed in recent years has reached remote localities, and demands for vocational classes in parent education have come from parents needing specific help, or from the special interest of some local organization such as the parent teacher association, the American Association of University Women, the Federated Women's Clubs, or the church.

### *Activities*

With the growth of the movement certain modifications

have developed in the content of instruction. A gradual centering of the technical content of instruction upon the needs of children in the home and upon parent-child relationships has taken place. Emphasis has been transferred from the purely material needs of the child and the responsibility of the parent to meet such needs, to the mental needs of the child and the responsibility of the parent for these.

At first only women were enrolled in the parent education groups, but requests from women to bring their husbands to the classes when problems of child development and family life were discussed have led in some instances to enrolment of fathers as well as mothers. Again, fathers, of their own initiative, have sought enrolment or the organization of separate classes in parent education.

Home economists trained in institutions where the emphasis was placed on the material phases of home economics such as foods, clothing, and shelter, but who had little, if any, training in child development, were among the early teachers of adult vocational classes in home making, and consequently were among the first teachers of classes organized for parent education. Today specially trained home economists, psychologists, and sociologists are sought as teachers and leaders in the vocational schools. More and more frequently do we find, in the adult vocational classes in parent education, teachers and leaders who have been parents, and who also have had the necessary special training.

Teachers of vocational classes in parent education are selected on the basis of technical and professional education, experience, such general qualifications as personality, ability in leadership, and adequate maturity.

Such sources as the following furnish leaders and teachers for these classes: teachers who have proved successful in giving instruction in home making to adults, especially in the field of parent education; persons who have had specialized training in parent education; successful day school teachers who have had some college training in child development give short units of instruction in parent education;

occasionally, persons with good qualifications for the work, but an out-of-date training are sent to training centers to supplement their present information and improve their training; itinerant teachers conduct parent education classes in some of the state centers to which they are assigned. Up to the present time they are young, unmarried women with recent training, including nursery school experience in recognized institutions. Two of these teachers are applying for summer scholarships for further preparation in the parent education part of their home economics programs for adults.

Since all parent education classes organized as part of the vocational program are under the control and direction of the public school administrator, the relationship with outside agencies is largely one of assistance in initiating and promoting classes.

In accord with the policy for classes in other phases of home economics, the parent education classes are conducted for adults over sixteen years of age, most frequently girls and women, but sometimes men. A series of lessons from 8 to 16 in number form a unit of instruction. The groups range in size from twelve to thirty or forty, and usually meet for from one and one-half to two hours each week. In some instances the class meets twice a week. The time of day is regulated by the needs and convenience of the group; some meet in the morning, some in the afternoon, and some in the evening.

The class discussion may be preceded by a brief presentation by the teacher of the problem at hand, or by the description of case situations. In most instances, all members of the class are led into the discussion, the teacher furnishing authoritative information as it is needed. The conference procedure, whereby the experiences of members of the class are pooled as a basis for certain conclusions and recommendations, is a common method in these classes. In a few instances, observation of children in a nursery school is provided. The organizations with which this is most commonly affiliated are parent teacher associations, public health

organizations, the American Association of University Women, and women's clubs.

### *Financial Support*

The instructor in parent education classes is paid from \$1.50 to \$2.50 an hour, as are all vocational teachers of adult classes in home economics, unless she is a full-time worker on a regular monthly salary. These teachers are paid by the local school board. There is a reimbursement from state and federal, or federal funds only, to the locality for such expenditure, in whole or in part. The following divisions of funds are used in the twelve states of the Central Region, and are probably typical of many other states:

Local	State	Federal
50%	0%	50%
25	25	50
33.33	33.33	33.33
0	50	50

In all cases, the local community bears all expenses involved in securing meeting places, heating, lighting, and janitor service. To meet the local expense, some school boards charge a small registration fee.

According to returns from fifteen states where it was possible to distinguish expenditure of federal funds for parent education from other expenditures, the budget for that purpose ranged from \$6.00 in one state where the work was introduced in 1930, to \$4,517 in another. In five states, federal funds were spent for parent education in vocational schools as follows: \$1,412.50, \$2,144.98, \$2,748.54, \$3,498.33, and \$4,517.00.

It is impossible to state what proportion of the total budget for the parent education classes comes from local, state or federal funds, inasmuch as it varies from year to year and accounts are not kept so that the source is clearly distinguishable. Traveling expenses are paid, usually, from



local funds for itinerant teachers, salaries from federal, state and local funds, while overhead expense is always paid from local funds.

Parents in cities, towns, and rural sections of the country, the larger number young mothers, prospective mothers, and grandmothers are served by this program.

COOPERATIVE EXTENSION SERVICE IN AGRICULTURE AND  
HOME ECONOMICS, UNITED STATES DEPARTMENT OF  
AGRICULTURE

MIRIAM BIRDSEYE

*Organization*

Child development and parent education is one of the newest projects to be added to the program conducted by the Cooperative Extension Service in Agriculture and Home Economics for the rural home.

In October, 1930, nine states (Georgia, Illinois, Iowa, Massachusetts, Michigan, Minnesota, New York, New Jersey, Oklahoma) employed state extension specialists to lead this work, while in Missouri and Ohio the state home demonstration leader and the home health specialist, respectively, devoted part time to the work.

Illinois and Iowa had some extension work in these subjects even before the appointment of their full-time workers in 1926 and 1927. New York appointed a specialist in 1926, Georgia in 1928, New Jersey, Michigan and Massachusetts in 1929, and Oklahoma in 1930. In 1929 New York added a second specialist, but was obliged to discontinue this worker in 1930. As early as 1927 Minnesota carried on an extension project in child guidance in cooperation with the Institute of Child Welfare of the University of Minnesota, but the first specialist on the extension staff was appointed in 1929. Part-time service in Missouri and Ohio is of several years' standing. In New York, Georgia, Iowa and Minnesota the appointment of a full-time worker at first was made possible by the cooperation of the Laura Spelman Rockefeller Fund.

Several other states will appoint leaders for the child development project as soon as state funds are available. Most of the states are already emphasizing certain aspects of child development through the work of their extension specialists in foods and nutrition, clothing, household management and house furnishing.

The Cooperative Extension Service is conducted jointly by the United States Department of Agriculture and the Colleges of Agriculture in the 48 states and the Territories of Hawaii and Alaska, under the Smith-Lever Act of 1914 and supplementary acts. It is supported by federal, state and county funds. Its field workers are county agricultural and home demonstration agents, state and district supervisory agents with headquarters at the state agricultural college, and a staff of state subject matter specialists in agriculture and home economics, each of whom leads a specific project. These specialists visit and assist the county extension agents and guide the project in the state as a whole. The members of each state extension service are responsible to the State Extension Director, who reports to the office of Cooperative Extension Work in Washington.

The extension service reaches rural homes through home demonstration clubs for rural home makers, special project groups, individual home demonstrators, and the 4-H clubs, whose membership is composed of boys and girls between the ages of ten and twenty. In addition to the local home demonstration groups, many of the states have developed county and state organizations of rural women. Extension publications, the press, exhibits, the radio, and general meetings are used, and there is cooperation with the schools and with parent teacher associations.

Foods and nutrition, clothing, home management, house furnishing and improvement, the home food supply, home industries and the improvement of the income through marketing farm and home products are major projects in the home demonstration program in most states.

In so new a project, with a small staff of widely separated workers and with limited opportunities for exchanging

experiences, extension work in child development and parent education is still in the pioneer stage. The states have been fortunate in securing well trained and adaptable workers, who have commanded the confidence both, of the rural women and, of their colleagues of the extension and resident staffs. In Illinois the specialist has regularly devoted part of her time to conducting a resident class; in Massachusetts the specialist has assisted with some phases of resident teaching. The specialists of Georgia, Iowa, New Jersey and New York have conducted summer school courses or supervised nursery school work at summer courses in their own or other states. With one exception, these leaders have advanced degrees. Two of the New York specialists have Ph.D. degrees. Nearly two-thirds of the group have added child development training to a foundation of home economics and special work in nutrition. One had previous public health training, one came from kindergarten work and the rest have a background of psychology. Three have had previous experience as extension specialists in nutrition, and another has served as county home demonstration agent.

Fortunately, there have been comparatively few changes in leadership. An active child development committee early was formed in the extension section of the American Home Economics Association, and its reports have contributed materially to progress.

### *Objectives*

Among the objectives stated in recent annual reports, and plans for the work of child development specialists are the following: (1) make parents aware of child needs for optimal health and emotional stability, and improve practices of child rearing in the home; (2) foster an understanding attitude between parents and children, and greater satisfaction and happiness in the parent-child relationship; (3) teach fundamental principles of habit formation and convince parents that there are general principles behind methods; (4) help parents meet behavior problems in chil-

dren, and incidentally in themselves; (5) promote community activity in child betterment by raising community ideals of child and family life.

Outstanding among the problems confronting extension specialists in child development are the following: determining the needs of the rural home, and the needs and interests of rural parents for child development teaching; effective methods of approach to rural parents, the most satisfactory basis of organization for rural child development groups, and of presentation, recording results and handling publicity; training home demonstration agents to organize for, assist in and supervise the work, and developing local women to act as leaders under direction by specialist and agents; developing a sound, acceptable and progressive long-time program, with due balance between the psychological aspects of the work, such as habit training, and behavior problems, which require slow, patient building over a period of years and such aspects as providing a constructive physical environment, suitable clothing, furniture, toys, books and play equipment, which can be presented through local leaders and publicity in comparatively short periods, developing every possible correlation with other projects in the extension program.

The discussions which form so important a part of the work of every child development group bring to the surface the perplexities consciously faced by parents in dealing with their children. Situations described and questions brought up by parent after parent have guided the state child development specialist in organizing a series of discussions in more or less logical progression. Other than through the summarizing of such questions and through informal questionnaires, little survey or research work has been done by extension workers to determine the child guidance problems of rural parents. Some states have consistently built up their program around the development of the preschool child. In others the problems of parents in dealing with boys and girls of school age have demanded and received major attention; in tracing the origin of these situations and suggesting ap-

propriate procedures it has been possible to develop guidance principles and discuss guidance procedures for preschool children.

Most of the states plan their projects on the basis of a limited number of meetings, five to eight, in successive years. These meetings, however, last several hours, some of them having both morning and afternoon sessions. New York plans six meetings, held in groups of three, as a county-wide introductory institute, and then organizes study groups of sixteen meetings, with two county-wide conferences with the specialist.

With so wide a field of choice and so few meetings it is hard to generalize as to program content. Topics considered by several states are: constructive relationships within the family; standards and requirements of good physical growth; habit formation, emotions, attitudes; discipline, common behavior problems; play, play equipment, toys, books; the use of money; sex education.

While behavior problems reported by parents serve to illustrate many points of principle and method, extension specialists consider it their function to emphasize constructive guidance principles rather than to diagnose involved behavior situations in individual homes, and to refer cases needing major adjustments to such child guidance clinics as may be available.

### *Methods*

The teaching methods generally reported are: a combination of informal lecture, questions and discussions; observation of children's behavior at home with reports; some reading; the use of illustrative material and exhibits on such topics as children's toys, books, clothing, furniture, and demonstrations of results by the women. To interest prospective members or to set parents thinking along child development lines, press articles, window and fair exhibits, simple demonstrations by trained leaders, and circular letters to selected mailing lists are discussed. These circular letters are often multigraphed on attractively illustrated letterheads,

and take up briefly one or more practical points relating to care, environment or habit formation.

Problems of organization still loom large in the extension work in child development and parent education. The home demonstration clubs, home bureau units and similar groups through which extension work is done in many states, are more or less permanent community groups, bringing together rural homemakers of diverse interests and education, many of whom have no children at home. The drift of young people to the city in some sections seems to have left a comparatively small proportion of farm homes with young children. In many homes with young children the combination of home making, child care and farm duties often makes it extremely difficult for the young mother to attend a project group regularly. Even where project groups are organized for a membership primarily interested in young children, there is likely to be great diversity in training and capacity to do analytical thinking. Few specialists have succeeded in organizing rural groups attended by fathers as well as mothers, but they have proved very successful where organized.

### *Leaders*

Like every other home demonstration project, child development has to meet with a comparatively small personnel the practical problem of influencing a large number of widely scattered rural families. Local or lay leadership has proved quite successful in a number of other home demonstration projects. Some few states that have used this plan successfully in other projects have hesitated to try the method in teaching child development. Others have made the plunge.

Iowa has now used local leadership for more than three years, and counts the method practical for rural groups. In 1929, the child development specialist arranged a special two weeks' short course at the college for local leaders with outstanding records of accomplishments; sixteen scholarships were awarded. At the same time information was gath-

ered to enable the state staff to evaluate the work of local leaders.

New York, after three years, reports that the number of study groups under trained lay leaders has been limited because the college wished to discover the value of the subject matter material it was offering before recommending it widely to local groups. So far, the suitability of this material is indicated by the facts that about eighty per cent of the clubs organized under trained leaders have used it profitably, and written reports of leaders and club members show enthusiasm. New York looks forward to increasing the number of groups under the leadership of local women trained by the specialist. In Minnesota, where all home demonstration projects are carried on by local leaders, the first child development specialist to work entirely under the direction of the extension service started her project on the leader training basis and reports reasonable success.

Georgia does not rely on local leaders for presenting the psychological aspects of the project, but trains them to discover specific child development needs in the community, arouse interest, encourage the food production program, arrange for the care of children during meetings, and give brief demonstrations on such subjects as toys, books, and child feeding.

Ohio and Michigan have not so far used the local leader method. Massachusetts is now trying out local leadership in three counties. Illinois is taking steps toward special training for outstanding women in child study groups. New Jersey has done practically no leader training work. Both New Jersey and Massachusetts have encouraged home demonstration agents and outstanding members of community child study groups to attend courses in child development and observe in the nursery schools during the summer session.

A number of home demonstration agents received their training before courses in child development and parent education were included in undergraduate work in home economics. Child development specialists have therefore found it desirable to give these agents a larger amount of subject

matter training than they can get from observing the specialist conduct child study groups or leader training work and from office conferences. Agents have been encouraged to take summer courses and longer periods of graduate work. In Georgia agents may take child development and parent education work during the winter short course. Nearby agents may make regularly scheduled visits to the nursery school at the state university. New Jersey has embarked upon an ambitious program for training home demonstration agents in the field. Her agents are divided into three regional groups. Each group observes one morning a week in a selected nursery school, and then meets the child development specialist for a discussion on subject matter. There are opportunities for other discussions at the college with resident and visiting instructors. Each agent is encouraged to work on some special problem. This program constitutes a unit which will receive university credit. This training of agents has occupied a major part of the specialist's time during the latter part of 1930. When it is completed, the agents will be prepared to do a high quality of work in child development.

### *Relation to Extension Programs and Other Agencies*

Another problem which is receiving serious attention is the correlation of child development with the other projects in the home demonstration program, in order that the other specialists may be awake to the opportunities afforded to emphasize child development principles and practices in their own projects. Points of contact may be developed with advantage jointly by two or more specialists on the state staff, and this is already being done in several states. Several states also are discussing the type of child development and preparental training subject matter which may be incorporated in work for older 4-H club girls.

Most specialists reported cooperation with parent teacher associations. In Georgia these associations organized study groups to be conducted by extension workers. Local



and state libraries gave splendid help in almost every state, by making available books and special loan collections for the use of individuals and study groups. Other states report cooperation with public health nurses in preschool child clinics, and with child guidance clinics. One state reports contact with the child welfare section of the state League of Women Voters.

A national conference was held in Washington for the leaders of the child development and parent education project in November, 1930, immediately following the White House Conference. During the pioneer stage of the project it has not been the policy of either the federal or state extension leaders to curtail experimentation or to standardize methods. This policy, and the fact that state specialists have been drawn from the ranks of psychologists and home economists, made these discussions especially fruitful.

In general, the results of this work have been a larger understanding of the physical and emotional development of children and an increasing tendency to self-analysis on the part of parents, happier and more constructive family relationships, and an intelligent leadership in building up a wholesome community environment and appropriate community activities for children. The project is bringing an increasingly large number of younger women in contact with the extension program for the first time. Progress is being made in correlating this project with others in the extension service, and also with the work of other organizations, in the state, concerned with child development activities. Although problems still abound, the situation seems full of promise.

### *Special Features*

In Georgia a loan collection of books purchased by the college with surplus funds was distributed among the counties. At the Women's State Camp, each of the eleven counties which had completed a year's program gave a ten-minute demonstration and saved the materials for a perma-

ment exhibit. The work of these leaders convinced the audience of the feasibility of local leadership.

Illinois reported the establishment of a state home demonstration committee on child care and training.

In Iowa, each study group selects a librarian to be responsible for circulating the books, pamphlets, pictures and demonstration material provided for the use of the groups. Combined town and farm groups proved successful. A family good times story contest was inaugurated by the *Successful Farming Magazine* at the suggestion of the specialist, to call the attention of readers to ways of building up constructive parent-child relationships. In one county-wide project, fifty-one leaders carried on work in sixty-three school districts, holding 207 meetings with an attendance of 1,450, the project lasting for seven months. A living movie pantomime written by a local leader is being used by the extension service and the state parent teacher association, as a demonstration to show the possibilities of child study in parent teacher groups. This state has originated a county achievement contest based on a score card. The award is a banner, and the contest closes two weeks before Achievement Day. A number of child study groups started in 1925 and 1926 are still active. These groups have been carried mainly by trained local leaders with encouragement and some assistance from the specialist.

Massachusetts reports a study group, in one county, composed of outstanding women from nineteen different towns and communities, who are expected to interpret the project to their communities, as a foundation for more extensive organization. County agricultural and club leaders and their wives are encouraged to join child development groups. One group meets in the home of the county agent.

In Missouri the state home demonstration leader has been able to give only part-time leadership, and has devoted it to promoting child development study. Work has been carried on through: conferences in child nutrition and child training, exhibits of self-help clothing, sunsuits, and chil-

dren's furniture at cooperative child development clinics; conferences with mothers at children's health clinics; regular meetings of community clubs; special county-wide open meetings; and talks at winter short courses, together with individual conferences. Appropriate leaflets on a series of special problems have been distributed to parents. Child development chairmen have been appointed in each of the rural women's clubs, to guide the club in selecting and carrying through some one piece of service for children each year. Individual conferences and the monthly news letter have kept these chairmen interested and active. They have promoted such activities as the use of sun baths, cod liver oil, tomato juice and fruit juices for children, the school lunch, health examinations, and home and community recreation. "Teen-age" discipline, personality development and sex education have been the most appreciated of the topics discussed.

In Missouri child clinics were held in four counties under the direction of the county home demonstration agents. The examinations were made by the county health unit, the public health nurse, or a doctor and nurse from the state child hygiene division assisted by local doctors. In one county, with the cooperation of the superintendent of schools, 1,373 rural school children and fifty-nine preschool children were examined. In this county several large night meetings were held, at which doctors talked and the home demonstration agent spoke on nutrition. The clinics here are in their third year. They originated in an effort to select the 4-H club members who should represent the county as 4-H health champions.

#### THE UNITED STATES PUBLIC HEALTH SERVICE

E. BLANCHE STERLING, M.D.

Parent education, as it applies to the health of the child, is a function of any department of health. For a dozen years the United States Public Health Service has recognized this

obligation and has continuously carried on a program of education in child health.

Much of this work is done by the Office of Child Hygiene of the service. Thousands of letters about parent education go out from this office every year; many of them give instruction and advice on prenatal care. The Public Health Service does not publish a booklet on prenatal care because experience with expectant mothers in many states indicates that, for the average mother, a friendly letter of advice and information received on the first of each month during pregnancy, is more helpful than most books on the subject. These letters tell the expectant mother the desirable things to do at the successive stages of pregnancy, and this timely, pertinent advice comes just when it is needed. The recipients feel free to ask any question relating to their personal health problems. These prenatal letters are sent in response to requests from expectant mothers or their friends, from public health nurses, and from physicians who desire this service for their patients.

There is also sent from the Government Printing Office a booklet on the care of the baby to all those who request information on infant care.

In addition, the Public Health Service receives many requests for personal advice and information on matters relating to individual health problems of children of all ages. This correspondence is most varied, and indicates the wide range of child hygiene. For instance, a man in Canada wants to know of a suitable school for his boy who has asthma. A woman who has a daughter living in Germany with a twenty-two-months-old baby wants to learn the calcium content of dried milk which her daughter may have sent over for the baby. School teachers write in for information on health education material. Students want material to aid in preparing theses on health themes. School superintendents inquire into matters of sanitation. Many letters contain inquiries relating to various diseases.

Some of these requests for information are referred to the Public Health Service by other government depart-

ments, chiefly from the Children's Bureau. Each individual sending in such a request receives a personal letter from the Office of Child Hygiene. This cooperation between government departments makes it possible for the federal government to render more efficient service to the cause of parent education.

Through the Division of Sanitary Reports and Statistics much educational material is issued in the form of pamphlets, and by means of radio broadcasting. These deal with such topics as the prevention of disease and hygienic living. Two articles for broadcasting are prepared each month, written by members of the service or by others at its invitation. These are popular health articles which are mimeographed for distribution following the radio presentation.

The service is able to supply desired information on the diseases of childhood, and methods for their prevention and control. Some of the Public Health Service scientific publications are written in popular language so that the general public may share in a knowledge of the results of scientific research.

Through the Division of Venereal Diseases, pamphlets on sex education are distributed to parents in need of help in this phase of childhood instruction. Through publicity agencies outside the service, chiefly the newspaper and the radio, parents are being educated to the necessity for such instruction, and the Public Health Service is helping to supply this need. Many requests for such material are complied with every year. There are pamphlets adapted to both sexes and to different age groups. While those intended for the instruction of little children are meant to be read by the parents, those for older ages are addressed directly to the youths of both sexes.

Indirectly, through its rural sanitation work, the United States Public Health Service contributes to parental education in rural areas. By assisting in the financing of whole-time county health service, it helps to provide a large amount of health instruction to the parents of rural children.

CHILDREN'S BUREAU, UNITED STATES DEPARTMENT OF  
LABOR

ELLA OPPENHEIMER, M.D.

*Purpose*

Remarkable progress in the field of maternal and child welfare has taken place since the establishment of the Children's Bureau, in 1912. The bureau was authorized to investigate and report on "all matters relating to children and child life." It has interpreted this authorization to mean, not only the reporting of investigations, either its own, or others, but, the dissemination of standards of maternal care and of infant and child care and training in a form adapted to reach and be used by the individual mother. Educational work, therefore, has played a large rôle in the bureau's activities. This work has grown with the growth of the bureau and of the whole movement to decrease unnecessary deaths of mothers and children, and to increase their vigor and well-being. Standards of maternal and child care have changed with the increase in scientific knowledge on disease prevention, causal factors in maternal and infant mortality, disorders of growth and nutrition, and on personality difficulties and habit formation among children. Methods of interesting large numbers of mothers, and stimulating community responsibility in providing facilities for instruction, also have necessarily shifted with changing times and circumstances.

*Birth Registration Campaign*

When the bureau was established, one of the most pressing problems confronting the country was its high infant-mortality rate. For the country as a whole this could only be estimated, as there was not even a birth registration area. Only eight states had satisfactory laws. The bureau, therefore, lent its aid to the Census Bureau and other agencies in stimulating interest in a model law, and its enforcement. Its second publication, *Birth Registration; an Aid in Pro-*

*protecting the Lives and Rights of Children*, issued at the request of the General Federation of Women's Clubs, was an attempt to educate the public. This and subsequent dodgers addressed to the individual parent emphasized the value and need of the birth certificate for the child.

Community cooperation to urge the passage of an adequate law and secure its enforcement, was enlisted by directing volunteer groups of club women in all parts of the country in conducting birth registration tests, and by tabulating the returns which these groups sent to the bureau. During the Children's Year Campaign for weighing and measuring one of the questions on the record card furnished by the bureau was, "Is your child's birth recorded?" Seven million of these cards were requested and distributed, two million were filled out and returned to the bureau, so at least this number, and probably more, parents had their attention called to birth registration at this time. After the passage of the Maternity and Infancy Act, the bureau encouraged the expenditure of some of the federal funds for educational campaigns to bring recalcitrant states into the Birth Registration Area.

Whatever aid the bureau may have given, the birth registration movement was educational in a double sense: (1) it taught individual parents the value of the record itself; (2) it was one important means of bringing the health educational services of the community to the mother and infant. To an ever increasing extent, health departments use birth registrations as a means of informing mothers of the health services the community offers her and her child and of sending her literature on infant care.

When the bureau was established, no authoritative bulletins on infant and child care, in simple language readily understandable by the average mother, had been published by the federal government. The great loss of life among infants during the first months, which is attributed largely to factors concerned with maternal health and care, led to making *Prenatal Care* the first publication of a series of simple educational bulletins for mothers. *Infant Care* and

*Child Care* quickly followed, and in 1925, *Child Management*. These bulletins have been distributed to the number of more than eleven million copies. A number of state health departments have reprinted these bulletins in large quantities. Small dodgers emphasizing single important phases of prenatal, infant and child care and training have also been issued and distributed in large numbers.

### *Baby-Saving Campaigns*

Methods of baby saving had been developed in scattered areas over the country, chiefly in our large industrial centers, both before the bureau was established and subsequently. These methods consisted in various educational measures, such as providing nurses to teach mothers in their homes the fundamentals of infant care; establishing centers where babies could be weighed regularly, their growth watched, and feeding supervised; and, in a few instances, making nursing and medical provision for prenatal care. Many of these activities were chiefly experimental in character. To make these experiments and their results available, and to stimulate similar efforts in other communities, the bureau gathered and published a report on *Baby-Saving Campaigns; a Preliminary Report on What American Cities are Doing to Prevent Infant Mortality* followed later by *Baby-Week Campaigns*, an account of the response of thousands of communities all over the country to the bureau's invitation to a nation-wide Baby Week, in 1916, which was planned to focus the attention of the country on methods of conserving infant life. Soon after, *Tabular Statement of Infant-Welfare Work by Public and Private Agencies in the United States* was published.

The demand for exhibit material for this continuous campaign of education in methods of conservation of maternal, infant and child life, led to the early publication of a bulletin on *Child-Welfare Exhibits, Types and Preparations for the Use of Organizations and Individuals*. The bureau itself began, early in its career, to develop educa-



tional exhibits of posters, wall charts, models, slides, and moving pictures, which it has loaned constantly and in ever increasing numbers, for exhibits, lectures, and so on.

The series of infant mortality studies made by the bureau, primarily intended as studies of the social conditions surrounding infant life, revealed the great hazards existing, at the time, in artificial feeding of infants, particularly in the early months of life. It awakened the bureau to an obligation to inform mothers, doctors, and nurses of the importance of maternal nursing, and to bring together in succinct form for doctors and nurses the technique which had been successfully used to increase maternal nursing. These infant mortality studies also revealed, over and over again, the relation between poverty and a high infant mortality rate. They revealed that ignorance of infant and child care goes hand in hand with poverty and that mothers ignorant through poverty are unable to acquire knowledge from those best qualified to give it, well trained doctors and nurses. An analysis of maternal mortality in the United States revealed a shocking death rate from preventable causes, and studies of conditions of maternal and child welfare in a number of rural areas, in many instances, showed that there were great hazards to both mothers and children from lack of facilities for medical supervision and care. All these facts gave Miss Julia C. Lathrop, then Chief of the Children's Bureau, and many others, a growing conviction that there should be universal educational service for all mothers, a service which would bring them, irrespective of economic status, individual instruction in the care of themselves and their children by trained public health nurses and physicians. This conviction received further impetus from our entry into the war, which made conservation of our child life even more urgent.

### *Children's-Year Campaign*

The war offered the opportunity for what was perhaps the most far-reaching, intensive, educational campaign of the bureau. The Children's-Year Campaign conducted with

the Women's Committee of the Council of National Defense, reached over 16,000 communities. It emphasized the saving of life, and called the attention of millions of mothers, through the weighing and measuring test, to the problem of nutrition for their children. Through literature it called attention to methods of prevention of malnutrition. Other tangible and concrete results of children's year were the establishment of twenty-one divisions of child hygiene in state departments of health which had not previously had such divisions. These divisions formed centers for local development of maternal, infant and child hygiene programs, in which major activities are necessarily educational.

### *Child Health Conferences*

To demonstrate the value of child health conferences conducted by well trained physicians and nurses, as a means of bringing to individual mothers instruction in the needs of the individual child the bureau conducted these conferences as part of child welfare exhibits at expositions. They were also conducted to bring helpful service to rural mothers in the areas where the bureau studies on maternal and infant welfare were made. The bureau equipped and ran as a health center, for several years, *The Child Welfare Special*, a large motor truck which carried doctor and nurse, exhibit material and literature into the rural areas of states requesting it, to demonstrate a method for giving this type of service to rural communities.

### *Other Activities*

Between 1915 and 1922 a series of brilliant laboratory studies in this country and abroad showed that rickets was in large part a preventable disease and that the means of prevention lay in educating mothers to consider cod liver oil as a food to be given to their children early and regularly the first few years of life, and in teaching the value and technique of sun baths for them. The bureau undertook this education directly by means of bulletins, dodgers, and a

moving picture reel addressed to mothers, and indirectly through doctors and nurses, and nutrition workers throughout the country who were informed of the results of this study.

Bodily mechanics as a factor in the health and physical fitness of children, and the effects of special training in bodily mechanics on young children was the subject of an intensive study by the bureau. Bulletins and dodgers on the importance of good body mechanics, and the methods of achieving it were published, and a moving picture reel to illustrate it was made.

Mental hygiene in early childhood, habit training and the early adjustment of personality problems, were, in 1922, obvious issues in which parents needed help that was not available. The bureau cooperated with the Boston Community Health Association in the operation of a habit clinic for preschool children in an attempt to assemble the basic facts to meet this need. The experience of this clinic was incorporated in a bulletin by its director, Doctor Thom, to guide others, who, it was hoped, would be stimulated to provide a similar type of service for parents of young children with behavior problems. Further outcomes of this were the bulletin, *Child Management*, for mothers which first was published in 1925, and the later bulletin *Are You Training Your Child to be Happy?*

### *Maternity and Infancy Act*

With the passage, in 1921, of the Maternity and Infancy Act for cooperation between the federal government and the states in the protection of maternity and infancy, educational activities which covered almost the entire country were developed.

Though the details of the work under the Maternity and Infancy Act differ in the different states, the aim in all has been fundamentally educational. Because the large cities already had hospitals, physicians, nurses, and health departments, the work primarily has been developed for mothers

and babies living in the smaller cities and in rural areas. All the states have initiated measures to teach the public how better care of mothers and babies will save lives and improve health, and to stimulate local and individual interest so that the work, once initiated, will be carried on by the community.

The states have carried on the following general types of activities:

Instruction of the individual in the care of the mother and child through health conferences by physicians and nurses directly under state auspices, permanent health centers conducted under local auspices and financed at least in part by local funds, visits to mothers in their homes by public health nurses with demonstrations in infant and maternal care

Instruction of groups through classes in infant care for adolescent girls; in infant and prenatal care for mothers, for teachers as preparation for teaching these subjects, and for midwives; graduate courses in maternity and infancy work for nurses through state or regional conference or institutes; graduate courses in pediatrics and obstetrics for physicians, usually conducted in conjunction with state or county medical societies

Lectures, motion pictures, slides, charts, and exhibits

Instruction through distribution of literature prepared by state or federal departments on maternal and infant care and hygiene, child care and management, and other subjects.

In addition the bureau held five annual conferences of directors of child hygiene of state departments of health. These directors brought to the bureau at these meetings, and at other times, their own experience and their own needs for educational material.

The number of health conferences, prenatal, infant, pre-school, dental, and other educational activities, conducted by cooperating states during the seven years of the existence of the Maternity and Infancy Act is impressive. These states

reported 144,777 health conferences at which expectant mothers and children were examined by physicians during the seven years. Additional conferences conducted by nurses and dentists for general instruction on maternal and child care brought the total number of conferences to 183,252. A total of 2,978 permanent centers for child health, prenatal, and combined prenatal and child health work were established. During the last five years of the act 19,723 classes were organized to instruct girls in infant care, mothers in infant and maternal care, and midwives. Home visits in the interest of mothers and babies by public health nurses during the last six years of the act totaled 3,131,996. Reports covering the last five years of the act showed 22,030,489 pieces of literature distributed.

During the last four years of the act 176,733 sets of prenatal letters were distributed. State reports for the last four years showed that more than four million infants and preschool children and approximately seven hundred thousand expectant mothers were reached by some form of maternity and infancy work.

Throughout its history, in addition to its bulletins, exhibits, and motion picture films, the Children's Bureau has prepared articles for the press, and magazines on the general and special aspects of maternal and child care. It has given, at different times and is now giving, weekly series of radio talks on the child, which have apparently reached many mothers. It has tried to furnish the thousands of mothers who write in every year with the information and advice they seek.

The bureau's ideal throughout the years has been to stimulate the development of local community facilities which would provide for all mothers who wished and needed it, individual trained supervision and education by doctors and nurses in the care of themselves and their children. Experience has shown this to be the most effective weapon against unnecessary disease and death, and the most helpful means of developing normal vigorous children.

## STATE PROGRAMS

State programs have emerged in several forms. Some of them, such as those developed under the state departments of Vocational Education and the Smith-Lever Extension Service in Home Economics, have been the outgrowth of many years of home economics work. Others, such as the ones organized under special divisions of parent education in state departments of education, were founded to develop and coordinate educational resources of state institutions and public schools. Still another type has been established by organizations of parents, such as the National Congress of Parents and Teachers; in some cases the cooperation of educational institutions has been enlisted in this type of parent education program. A fourth type coordinates the state institutions of collegiate rank and other state agencies in a state federation or council of parent education. A fifth type, which often cooperates very closely with the state parent education program, is carried on by the state departments of health.

In spite of the fact that state programs are variously supported and led, most of their problems can be grouped under five heads:

### LEADERSHIP

In a state program conducted by a private organization or a public institution, at least two types of leaders are needed, one to be responsible for the administrative aspects of the program, the other to be concerned with teaching parents. Since the state programs, thus far at least, have assumed the chief responsibility for training leaders for study groups, one of their most important functions has been to develop materials and methods which would be effective in helping parents, teachers, social workers, and other leaders organize and conduct community groups. This responsibility

has stimulated an experimental attitude toward the development of what has been called *lay* leadership. The problems of selecting, training, and supervising leaders are discussed in detail in the section on leadership.

#### COORDINATION OF STATE AND LOCAL RESOURCES

Several states have taken initiative in coordinating the institutions and organizations which are concerned in a parent education program. Some of these efforts have resulted in informal cooperative relationships between state educational institutions and organizations of parents.

In Iowa a state council for child study and parent education has been organized "to advance the movement and to prevent duplication in the field." Its membership includes state educational institutions and their extension services, organizations of parents, the state departments of health and public instruction, and child welfare.

In Oklahoma a council of parent education has been organized to act as a clearing house for all "organizations and institutions interested in the problems of child development and parent education." Its work brings the state department of education and the educational institutions into relationship with the state Congress of Parents and Teachers and other agencies interested in the education of parents and children.

In New York, through the Division of Child Development and Parental Education of the State Department of Education, efforts have been made to coordinate the programs of the various educational institutions, and to stimulate parent education and research in centers where this work had not been developed previously.

In California the state program of parent education is carried on through the joint efforts of the state Bureau of Parent Education, which is part of the state Department of Education, the local public school authorities, and the California Congress of Parents and Teachers.

These efforts indicate both the need for coordination of

state-wide agencies and the success with which such ventures may be launched. Problems that arise suggest, however, that experimentation should proceed slowly and that, if coordination is not to become merely an effort to avoid duplication, new ways of carrying on a common project which will strengthen and refine the functions of the coordinated agencies will need to be discovered.

#### STIMULATION OF PARENT EDUCATION PROJECTS

Thus far the state has seemed to be a practical unit of organization for the development of parent education programs. This has doubtless come about because many of the institutions and agencies concerned with the education of parents are organized on a state-wide basis and are supported partially or wholly by state funds. Persons in charge of state offices, obviously, are in a position to view a comprehensive state program and stimulate local effort. In doing so, however, they run into certain difficulties. The most serious of these dangers are: stimulation of parent groups beyond the leadership resources available; lack of trained leadership; lack of supervision of leaders; lack of adequate materials for study groups; inadequate clinical guidance; inadequate financial support.

The responsibility of those who stimulate programs is especially heavy during the experimental stage. Both the significance of education for parents and the overwhelming demand for it call for soundness of procedure and skillful guidance, lest the movement become an educational boomerang.

#### PREPARATION OF MATERIALS

The increasing supply of parent education literature has made a larger store of subject matter available than parent groups could effectively use. Since state agencies have been active especially in training leaders, they have been called upon to furnish study outlines and bibliographies and various other devices for finding and using the information available.



Most of this material is still in tentative form and undergoes frequent revision. One of the greatest needs of a state program is to discover ways of evaluating such material.

#### FINANCIAL SUPPORT

The state programs at present are supported in three ways: (1) state and federal funds; (2) foundations; (3) private subscription. If education is to be provided for all parents, the question arises at once, from what sources can support be expected? To what extent can local groups expect to be served by state supported agencies and how much should they expect their local budgets for education to contribute? The trend at present is in the direction of increased local support. Boards of education are assuming partial financial responsibility for the employment of study group leaders. At the same time state funds are being directed toward sharing the support of local projects.

The budgets of state programs range from a few dollars to \$32,800 a year. One vocational education organization has a budget of \$12,500; 50 per cent is derived from federal sources, 25 per cent from state, and 25, from local; overhead is not included. Another has a \$24,400 budget, 25 per cent from federal funds, 25, from state, and 50, from local; overhead is paid from the federal and state funds. Organizations doing extension work have budgets ranging from \$3,900 to \$32,800. The sources of their funds vary. One institution receives 80 per cent of its support from gifts, and 20 per cent from federal and state funds equally; another derives about 90 per cent from gifts and 10 per cent from fees; another, 85 per cent from federal and 15 per cent from state sources. Overhead is included in the first two, but not in the last. One state parent teacher organization has a budget of \$600, which includes no overhead. In most instances travel and salaries are paid from the total funds.

The following descriptions of various state programs show how these problems are being met in individual cases.

VOCATIONAL EDUCATION DIVISION, OKLAHOMA STATE  
DEPARTMENT OF EDUCATION

MAUDE R. CALVERT

Parent education in Oklahoma is a definite part of the public school program. It is financed by public school and vocational education funds. The enrolment in parent education (*mothercraft*) classes in 1922 was about five hundred; in 1930, enrolment was approximately five thousand. In addition to these classes, at least five thousand parents have been reached through state-wide district and local *Schools for Parents* which have been held in cooperation with the recently organized Bureau of Child Development and Parent Education.

The *mothercraft* program began unofficially in the spring of 1921 when the new state supervisor of home economics made a talk in a small community. The wife of a colored physician had not been present at the talk but saw the notice in the paper. She immediately sought the supervisor's advice about a group of mothers she had been attempting to teach "how to keep house and take better care of their children." The supervisor met with this teacher and her class. The interest and enthusiasm were so great that definite help and assistance were promised the teacher whom the supervisor called a *mothercraft* teacher because she could not be approved as a home economics teacher in accordance with the state plan for vocational education then existing. To determine the value of such classes the supervisor paid the teacher's salary from her own personal funds in order that the class might continue. Soon afterward arrangements were completed whereby *mothercraft* could be reimbursed as a regular home economics subject.

In the spring of 1921 the state supervisor in continuing her efforts to organize evening classes in regular home economics subjects, such as cooking, sewing and millinery, addressed the Mothers' Club of Okmulgee and urged the mothers to state frankly the type of instruction that would be most helpful to them. One mother thoughtfully replied,

"Cooking, sewing, and millinery, are helpful, of course, but the *real* problem in home making is not how to cook nor how to sew, but how to live harmoniously with one's husband, successfully manage one's home, and properly care for one's children." Thus the supervisor received the second challenge for instruction other than orthodox home economics subjects. With two definite types of mothers differing widely in range of experience, financial circumstances, and social position making practically the same request, it seemed evident that mothers felt the need of a type of instruction which was not being offered to them.

These groups were asked to suggest what instruction would be most helpful. They answered in part by group discussions and confidential chats, but especially by unsigned scribbled notes to the supervisor. After a careful analysis of these suggestions the supervisor knew that she could not answer all their questions and more than that, she knew of no one person who could. About 90 per cent of the problems presented had to do directly or indirectly with the health of the mother and her family. A public health nurse, with a pleasing personality, who was willing to take suggestions from the mothers and from others including the state supervisor, was decided upon as being a desirable teacher for the work.

During the late summer and early fall of 1921, arrangements were made to offer mothercraft classes as a part of the adult program of vocational education in various sections of the state. The preliminary announcements concerning the evening school program included a request for a public health nurse who could teach mothercraft. The following year in Oklahoma City individual instruction in mothercraft was offered to foreign mothers of six different nationalities. Fathers were admitted to these classes from the beginning and it was they who persuaded the mothers to overcome their timidity and discuss their problems in groups. Mothercraft classes were organized in other communities as interest developed or as prospective teachers were located.

The first classes met once a week in the home of members for a lecture, a brief class discussion, and many individual conferences. As the classes grew meeting places were often moved to community houses, Red Cross headquarters, church or school rooms. Young children were brought to class when necessary, mothers often taking turns in caring for them in an adjoining room during the class period. Sometimes a small fee was paid by each mother to employ some one to care for the children. Cooperative nurseries, using the mothercraft nursery as a laboratory for child care and training classes were formed in some communities.

Because the instruction in mothercraft was a part of adult education in home making, only mothers were enrolled in the classes, but fathers were always welcome and they have been frequent visitors from the beginning. The need for understanding on the part of fathers was often so keenly felt that fathers' nights were frequently planned. The books, pamphlets, and magazine articles that were made available were received with indifference at first, but as the mothers became more understanding and efficient they were read carefully.

The need for definite understanding on the part of both parents was increasingly felt until the fathers were not only invited to attend classes on special nights, but urged to become active members. Now special groups often are organized for the convenience of fathers. The schools for parents which began in Oklahoma in 1927, are an attempt to create wider interest, on the part of the community as a whole, in providing special opportunity for fathers to secure a better understanding of the problems of modern parenthood.

Mothercraft was originally defined as "the care, training and understanding of children, and the physical, mental, and social health of the mothers." Home management, together with family and community relationships, soon called for attention.

Instruction was offered in short units of six or eight weeks, covering such subjects as health of the mother, keeping the baby well, physical needs of the school child, home

and community health, mental hygiene, habit training, suitable toys for children, backyard playgrounds, needs of the adolescent boy and girl, the 100 per cent mother, sharing home responsibilities, the family budget, music, books, and games at home.

As interest in these classes grew, the need for additional training became so increasingly evident, both on the part of the supervisor and the teachers, that special arrangements were made with Chicago University whereby the Oklahoma mothercraft teachers could enrol for a summer term in certain subjects which were specifically adapted to their particular needs.

Summer courses in methods of teaching have been offered at the Oklahoma Agricultural and Mechanical College, Stillwater, and the University of Oklahoma, Norman, and for the past three years, the State Department of Education has operated an itinerant teacher training service. In the fall of 1928 a specialist in parent education came to the state department to devote her entire time to developing a parent education program.

While the first teachers were public health nurses who had had additional training in mental health and child psychology, teachers from the fields of psychology, kindergarten, and home economics, have been added as teachers were needed. Experience has proved, however, that the most successful teachers are those with pleasing personalities who, by training and experience, are able to gain the confidence of parents, who are willing to learn from them and from all other available sources, and who are able to give parents definite assistance on how to live harmoniously with each other and provide opportunity for their children to develop into self-reliant and problem solving individuals.

Parent teacher associations, the American Association of University Women, federated clubs, business and professional women's clubs, civic clubs, social service workers, and other interested organizations and individuals, gave help in recruiting classes and financial assistance until the

school board assumed financial responsibility. The Oklahoma Bureau of Child Development and Parent Education was organized in the summer of 1929 to act as a clearing house for all "organizations and institutions interested in the problems of child development and parent education." The purpose of this bureau is "to make possible more intelligent parenthood, better homes and better communities, and to promote the proper care, training, and understanding of children everywhere."

Two state schools for parents, one at Tulsa and one at Oklahoma City, and fourteen district and local schools, were held throughout the year. The number of towns represented at these schools is about two hundred, the number of parents reached, exclusive of radio listeners, is approximately five thousand, the approximate cost is twelve thousand dollars.

#### CALIFORNIA STATE DEPARTMENT OF EDUCATION

HERBERT R. STOLZ, M.D.

In the spring of 1926, the Superintendent of Public Instruction in California became interested in parent education as a phase of the public school program, and secured from a foundation a grant of \$7,500 a year for three years to assist in carrying on an experiment in parent education. The superintendent created the Bureau of Child Study and Parent Education and appointed a bureau chief who spent the year 1926-27 conducting six discussion classes in five cities and towns of northern California.

For some years an extensive program of adult education had been carried on in the public schools of the state, and it was the desire of the superintendent to incorporate in this program opportunities for learning which would meet the expressed needs of those engaged in rearing children. The purpose of the experiment has been to ascertain the methods of promotion, organization, and financial support which are appropriate in California, for group study in this field and to develop methods of learning which appear to secure im-

provement in the adjustment of parents and teachers to their responsibility for guiding the development of children.

From the six discussion classes during the first year, the scope of the work has increased gradually, to seventy-six classes in the second year, one hundred and twenty-eight in the third, and approximately one hundred and sixty-five in 1929-30. The number of persons enrolled has increased from one hundred and thirty to approximately eight thousand; the number of discussion leaders from one to eighty. Development has been more rapid in the larger cities, but there has been a steady increase in the number of rural groups. During these four years the California Congress of Parents and Teachers and local parent teacher associations have taken an increasingly significant part in the promotion, organization, and maintenance of discussion groups. The formation of classes sponsored by these groups is an outstanding feature of the experiment.

The requirements for leaders set up by the department of education have laid little stress upon academic background and much emphasis upon first-hand experience with children. Formal training in methods of teaching has not been required, but every effort has been made to enlist, as leaders, those who have had successful experience in the guidance of adult groups. The experiment of maintaining leadership upon an avocational basis seems worthy of continuation in California. The department issues credentials to a leader only when the organized discussion class and the local school authorities have approved of the application.

The promotion and organization of discussion classes is carried on through the joint efforts of the state Bureau of Child Study and Parent Education, the local public school authorities, and the Bureau of Parental Education of the California Congress of Parents and Teachers. The state bureau consists of two full-time organizers, one organizer who gives part time, and a part-time stenographer. These organizers hold a number of demonstration classes lasting through the year, and also conduct occasional intensive institutes for periods of from one to three weeks. They represent

the department of education in the matter of credentials for leaders and assist the other two agencies in meeting the practical problems of administering the discussion classes.

The necessary expenditures include salaries in the state bureau, travel expenses, office costs, payment of credentialed discussion leaders, and the expenses for the housing of discussion groups. Since nearly all of the classes are held in public school buildings, it is not possible to estimate the cost of housing these particular groups. The other expenditures totaled approximately twenty thousand dollars during 1928-29. They were met by funds from a grant, the department of education budget, state and county school appropriations, school district funds, and in some cases, by fees to members. Travel and other expenses incurred by representatives of state and local parent teacher associations have been borne by those organizations.

The membership of the classes has been largely mothers of school children. During the last three years there have been three or four classes of fathers, and several groups of mothers and fathers. More than half of those enrolled have been between thirty and forty years old; two-thirds had children between the ages of six and fifteen, and about one-fifth children of preschool age only.

While a great range in economic status and in educational background has been represented, the classes are recruited for the most part from the more intelligent and better educated parents of the two to five-thousand dollar income group.

From a study of the direction this experiment has taken during the past four years, it seems justifiable to predict that there will be a slow increase in the number of classes and participants during the next few years; that the promotion of parent education discussion classes will be taken over more and more by the parent teacher organizations, while the bureau of child study and parent education will merge more completely with the division of adult education of the state department of education; that, for a time at least, the leadership of these discussion groups will remain avoca-



tional, although some of the larger city school systems will probably employ full-time organizers, and an increasing share of the cost will be borne by the participants themselves.

NEW YORK STATE DEPARTMENT OF EDUCATION

RUTH ANDRUS, PH.D.

The New York State program in parent education is carried on through a number of centers of training, research, and service, whose activities are coordinated through the Division of Child Development and Parental Education in the State Department of Education. These centers perform the following functions:

- Conduct parent classes

- Develop lay leaders

- Conduct classes in phases of parent education for teachers in training and in service, and for other social workers such as school nurses and Young Women's Christian Association club leaders

- Offer opportunities in family life education to high school and college students

- Coordinate and develop the parent education interests and activities of local organizations

- Keep records of all activities for their continuous evaluation

- Prepare materials on parent education.

Cornell University, where the work was begun by the College of Home Economics in 1925, has the most highly developed demonstration program in the state. The following statements from the annual report for 1929-1930 indicate the character of the program:

The Child Development and Parent Education work in the New York State College of Home Economics exists for the benefit of the students. During the past year, four undergraduate courses and two graduate courses have formed the nucleus of this work in family life. Our objective was: (1) to make the few free hours that the students

had within their crowded program net them most in study and in observation of young children in their normal daily activities, (2) to plan the environment and the guidance for the children in the nursery school so as to promote their best development, (3) to work with the parents of the children in the nursery school and in the community, and with the students who were to be parents or were to teach parents in such a way as to improve family relationships and home guidance of children.

The chief objective in all courses has been to train students to discover through observation and source materials the factors which influence behavior and the principles which describe their operation, so that these factors and these principles might be used in the student's personal, family, social, and professional activities, obligations and adjustments.

This objective entailed at least three specific outcomes which varied in their relative importance: (1) understanding of behavior and how it is developed and influenced, (2) professional point of view, so that, in presenting all subject matter it would be considered with reference to people living together in family and community life, (3) specific information regarding children's behavior and adult's influence in guiding it.

The main objective for research has been to discover guidance factors which influence the behavior of young children in homes and how these factors can be controlled and directed by the family in the home for the wholesome development of the children. It aims to utilize the research available in child development, health, learning, and allied fields, and to discover how to make such research effective in the practices of home and school and wherever young children live.

Extension service in child development and parent education extends over a very large and interesting field. The general plan has been to carry on three types of work in the state: county-wide conferences conducted by the extension teacher and followed each year by two or more single county-wide meetings; a study club program offering courses of study to various clubs which are led by local women and supervised by the extension teacher; and a lay leader program concerned with the development of special local leadership.

In Rochester a demonstration program carried jointly by Rochester University and the Board of Education has been under way since September 1929. The objectives and

scope of the program include: organizing and conducting study groups and university courses; training lay leaders for Rochester city and county; integrating child welfare work and acting as a clearing house of information; collecting and distributing materials; research projects; a preschool demonstration center; individual conferences with parents.

A third demonstration center began September, 1930 in Albany where the New York State College for Teachers and the Albany City Board of Education are working out a plan for parent education in the city and county and a training program for junior high school teachers.

In contrast to these centers, which are not operating on public funds, are those being organized in city public school systems. Two superintendents are making parent education an integral part of their educational programs. Others are interested in developing an intelligent and informal clientele, as soon as suitable teachers can be provided. In some cases a local parent education council is developed to do the local coordinating and organizing, and in others this is done by the principals and superintendent. The functions of such centers are largely of a service nature although each center is engaged in lay leader projects, and through the coordinating function of the state education department an experimental attitude is maintained. In this way problems may be studied which have local and state-wide significance.

An interesting development in New York is the desire of private liberal arts colleges to take part in the state program by offering family life education as part of their undergraduate work, and carrying on classes for parents.

Vassar College, through its Division of Euthenics, is teaching its undergraduates, and through extension work is teaching parents in Dutchess County. The training of lay leaders in parent education is part of its summer institute. Nine scholarships for the 1930 summer institute were provided for lay leaders from various demonstration centers in the state. Skidmore College embarked upon a definite program of undergraduate and extension work in September, 1930. Other colleges have indicated interest but are not yet ready to play an active part.

Demonstration centers, nursery schools, day nurseries, kindergarten, elementary school classes, and playgrounds are being used, in some localities, to provide laboratory facilities for observation and participation for family life education courses in schools and colleges as well as for parent classes.

One of the guiding purposes of the state program is the development of local resources to meet local needs, instead of beginning before there is evidence of real need. In the experiment of the New York City Joint Committee for the Training of Lay Leaders in Parent Education several prominent New York institutions are working together in training lay leaders for parent classes of the Metropolitan District of the New York State Congress of Parents and Teachers, and the United Parents Association of Greater New York. A professional leader is working with the committee and the lay leaders. The cooperating institutions give individual consultation service and lectures and offer observational facilities to the lay leaders.

One interesting example of the training of leaders is carried on in Lewis County where the case study method is used in a course in child development for rural teachers. In two other places lecture discussion courses have been given for teachers in service.

The division of child development and parental education arranges for lay leadership training courses at the request of some local person or organization. Eight such lay leadership training courses have been given during 1929-1930; four have been carried on since September 1930 by local professional leaders on the staff of the city public school system. Until the local public school systems, liberal arts colleges, and other agencies and institutions, meet the many and varied needs of parent education throughout the state the division will have to continue this service to some extent.

In addition to coordinating activities and giving limited services the division develops material for study groups of parents, teachers, and social workers.

Coordinated studies of state problems are to be planned by a committee consisting of a member from each demon-

stration center. There is pressing need for more detailed and widespread study of lay leadership, the comparative values of different methods and materials, the legitimate use of the nursery school as a parent education laboratory, and other problems.

Cooperation between the divisions and bureaus within the state department of education such as health, home economics, adult education, teacher training, and between this department and state departments such as library, health and mental hygiene is only beginning to be worked out. One pressing problem is the development of mental hygiene clinics so that all group parent education work may be accompanied by individual work with parents and children. While this is generally true in the demonstration centers it is still only an ideal for the state as a whole. Cooperation with agencies such as the State Charities Aid Association is particularly desirable.

In addition to these functions with the state, the department also has a consultation service for other states for the establishment of coordinated state parent education programs. Such service has been given in five different states.

Although the coordinated program in New York has existed since September, 1928, when the State Department of Education undertook this work, it is not yet accepted as part of the public education system, as it is not operating on public funds. A step in this direction was taken by the Board of Regents when they accepted, in April, 1930, a coordinated program of parent education as a legitimate phase of public education.

#### OHIO CONGRESS OF PARENTS AND TEACHERS

ADA HART ARLITT, PH.D.

The Ohio Congress of Parents and Teachers started a new five year program in 1929. The first aim of the program is to secure trained leadership for parent groups. Since, in Ohio, a number of colleges and universities together serve the entire state, they have been selected as the centers for

the work. The aim is to have each institution train parents in its immediate locality, and leaders for parent groups.

To initiate the program, conferences of all heads of colleges and teacher training institutions in Ohio were called at Ohio State University in October 1929 and February, 1930 by the subcommittee on training leaders in parent education of the congress. These conferences formulated the following policies: (1) Any material dealing with the child or the family could be considered subject matter for parent education. Sociology, nutrition, hygiene, psychology, biology, education, and many other subjects were listed as contributing to parent education. (2) The colleges represented were to cooperate in offering material to parents and to leaders of parent groups. (3) Leaders to be trained should be selected for personality and human approach as well as for knowledge of subject matter. (4) Affiliation with every organization which could contribute to the program of parent education should be sought.

This program is financed partly by the appropriation for parent education made by the Ohio Congress of Parents and Teachers and partly by the cooperating institutions. Cleveland College, Ohio State University, and the University of Cincinnati are already carrying on the type of programs outlined at the conferences. Other universities are beginning to cooperate and it is hoped that by the end of the five year period cooperation with all the leading universities in the state will have been secured.

The groups served by this program are the member parent teacher associations of the Ohio Congress of Parents and Teachers.

IOWA CHILD WELFARE RESEARCH STATION  
MAY PARDEE YOUTZ AND ESTHER N. COOPER, JR.

### *History*

The Iowa Child Welfare Research Station was established in 1917 by legislative enactment with the threefold purpose of research, dissemination of knowledge, and in-

struction of students in the field of child development. An early bulletin of the station states: "One of the purposes of the Station is to develop practical methods of child rearing, modified to suit the varied needs of child life and to give to parents dependable counsel to insure the continuous improvement of every child to the maximum ability consistent with its native endowment and special abilities."

It had been recognized since the establishment of the station that its program could be supplemented by direct service to parents in need of scientific data on child life, and that the organization of child study groups on an extensive basis would offer an excellent opportunity for this special form of service. This would furnish an opportunity for leaders in child study and parent education to direct their search for data according to the needs of the people whom they served, and the research workers in the station would be stimulated and influenced by the field and study group organizers.

Accordingly, in February, 1924, the director of the station made the following recommendations to the president of the university, the state board of education, and later to a foundation:

That a field organizer be chosen and sent to Columbia University to attend the first course given for the training of persons to teach parents

That after the field organizer was trained, the work be started in an informal way, with the cooperation of the extension division of the university, by organizing classes of fifteen to twenty mothers, in different centers

That traveling libraries be sent out from the university to these selected centers, and that outlines and lesson plans be based on these libraries and related directly to the needs of the parents.

Upon receipt of a foundation grant in February, 1924, and an equal grant from the university, a field organizer

was appointed and sent to Columbia University for special work. She took up her duties at the University of Iowa on June 1, 1924. Field work, under the division of child study and parent education, in the station, was begun in September, 1924.

### *Field Work*

In the initial stages, talks were given at the state fair, at the winter short course of the state agricultural college, at state conventions of various organizations; and lectures were given to local organizations of the American Association of University Women and the Iowa Congress of Parents and Teachers. As soon as interest was apparent, traveling libraries were sent out, and the work was set up on a study discussion basis. During the first year, nineteen study groups were organized in various parts of the state; at the end of the second year, the number of groups was twenty-eight. In 1929-1930, there were 109 groups.

The earliest groups studied obedience, discipline, books and toys, habit formation, sex education, and teaching children the use of money.

The aims which developed with the work were to find out whether parents would study systematically, make available for the rank and file of people in the state the best thought and facts about children, induce parents to look at their children objectively as well as subjectively, work from the standpoint of quality not quantity, meet in a sound way the needs of persons eager for help, establish a realization of the importance of the preschool years in the life of the child, and make available in simple form the findings of the station.

### *Coordinating Center*

In April, 1925, a resolution was passed by the Iowa Board of Education designating the Iowa Child Welfare Research Station as the state coordinating center for the work in child study and parent education, including that in



the three state educational institutions: the State University of Iowa at Iowa City, the Iowa State Teachers College at Cedar Falls, and the Iowa State College of Agriculture and Mechanic Arts at Ames. At the State Teachers College a nursery school was established, a course in child development was included in the curriculum, and a two-year extension program was started in selected centers in the state. The extension courses carried credit, and, while primarily for teachers, admitted a small number of parents as well. The College of Home Economics of Iowa State College had previously established a nursery school for the training of undergraduates in child care and training. Closer cooperation between the departments of psychology and home economics was made possible, and an extension service in child care and training was offered.

### *Field Laboratories*

Subsequent grants made possible the establishment of two field laboratories at Des Moines and Council Bluffs. The aim in each was an experimental project in cooperation with the school board to determine the best methods of stimulating and directing parents in child study. Some of the specific aims were: (1) to determine whether parent training can be directly coordinated with the public schools through the board of education, superintendent, teachers and parent organizations; (2) to formulate a method for introducing parent education into city school systems; (3) to work out an administrative method for conducting the work in order to estimate its cost to the community.

The boards of education have cooperated fully in the field laboratories. In each city the budget now provides a full-time director of parent education. The local parent teacher associations finance certain administrative details. Local people, usually teachers in the school system, lead some study groups with the advice and supervision of the director. In Council Bluffs the child study groups and some parent teacher associations have assisted in the financial support of the program. Two other cooperating laboratories, Fort Dodge and Perry, have also been opened. The

boards of education and the parent teacher councils contribute a small amount of money. A member of the university staff teaches the group while committees from parent teacher associations carry the administrative work with suggestions from the staff member. The work in its financial, administrative, and educational phases has been handled through the local school boards where possible. It is the policy of the station to stimulate and encourage full local support of parent education.

### *State Council*

In 1926 the Iowa State Council for Child Study and Parent Education was organized. The aim of the council is to advance the movement in child study and parent education and to aid in preventing duplication in the field. The council has sponsored, each year since 1927, the Iowa State Conference on Child Development and Parent Education and a bulletin, which first appeared in February 1930, to be issued ten times a year. The constituent members of the council are: The American Association of University Women, the Women's Division of the Iowa Farm Bureau Federation, the Iowa Federation of Women's Clubs, the Women's Christian Temperance Union in Iowa, the Iowa State Departments of Health and of Public Instruction, the Iowa Congress of Parents and Teachers, the Bureau of Child Welfare in the Iowa State Board of Control, the Extension Service of the Iowa State College of Agriculture and Mechanic Arts, the Iowa State Teachers College, the Iowa Child Welfare Research Station and the Extension Division of the State University of Iowa.

### *Groups*

In the main, groups are under professional or semi-professional leaders. The professional leaders give full time to the work and are constantly working on materials and methods in both service and research. The semiprofessional leaders give part time to the work and are chosen usually from the allied profession of school teaching. These, of

whom several are men, have had special summer training at the State University of Iowa or some other recognized center. This training is financed by the station. The professional staff at the university is chosen from the group of persons trained in the field of parent education. The research member of the staff has been trained in educational psychology. The local, or lay, leaders are chosen on the basis of personality, ability to lead groups of people, ability to study, available time for the work, attitude of the husband toward the wife's work, educational background, and the choice made by the community. In Cedar Rapids, a special project in the training of local leaders was begun in October, 1929.

The initial agreements between the station and the city parent teacher council, representing all the parent teacher associations in the city, were that the station would: (1) have ultimate selection of leaders; (2) train the leaders for eight consecutive weeks at the university; (3) supervise leaders; (4) pay traveling expenses for each during the training period and a stipulated amount for each group meeting led. The parent teacher council on the other hand would: (1) organize the study groups with a responsible person as chairman who would attend to business matters; (2) furnish at least one textbook to each ten members and supplementary readings in so far as possible. It was understood also that the university would have the cooperation of the groups for research projects, as requested. The enrolment of each group was to be fifteen, and an attendance of ten has to be maintained. The twenty-one leaders trained, led twenty-seven groups. Each leader drew up her own lesson plans which were checked at the university.

The records kept on this project consisted of data on enrolment including certain educational and economic information, attendance, causes of absence and withdrawal from the group. In addition, data were designed to show practices and attitudes of members in regard to children. A stenographic record and supervisory time chart was made on at least one meeting of each group. In addition there were

on file copies of plans of each lesson taught by the leaders, with the supervisors' and the leaders' comments.

### *Organization and Affiliations*

The program at Iowa is organized cooperatively between the departments of Child Welfare and the Extension Division, portions of the budget being borne by each. Affiliations are made through the state council and through the various agencies which do the initial work of organizing study groups. The university supplies or trains leaders and requires records on enrolment and attendance in the local organization. Notification of meetings and publicity are taken care of locally.

NEW YORK STATE DEPARTMENT OF HEALTH

ELIZABETH M. GARDINER, M.D.

### *Objectives*

Parental education in child hygiene is one of many activities directed toward the accomplishment of certain primary objectives. These may be said to be: reduction of maternal mortality and morbidity; reduction of infant mortality and morbidity; reduction of preschool mortality and morbidity.

In other words the health department must concern itself, not so much with better education of children, as with the saving of the mother for the benefit of her child and family and saving more children to be educated.

### *Literature*

In the Division of Maternity, Infancy and Child Hygiene of the New York State Department of Health, parental education starts with the distribution of literature. Every bride whose name appears on the marriage registers receives, automatically, a booklet addressed to prospective parents and every certification of birth registration is accompanied by another publication dealing with the care of the infant.

That the family is the basic institution is fully recognized by the department and outside activities designed for professional groups, every educational effort thus far developed is directed toward parents, mothers especially.

When it is realized that in a single year there is a loss in New York State of nearly 28,000 individuals representing mothers, stillbirths, infants under one year of age and children one to four years old; that these deaths represent about 18 per cent of all the deaths occurring; that 13 per cent of the deaths of women in the child-bearing period (fifteen to forty-five years) are due to maternal causes, it must be apparent that it is imperative that measures be taken to reach parents by every educational means at our command and by the most direct route.

The written word is still the most penetrating medium, consequently literature of authoritative and various character must be freely available to every citizen of the state. Forty-seven different types of literature are issued by the division and are available without charge.

### *Group Education*

The spoken word, while reaching fewer individuals, is more stimulating and convincing and serves to reinforce information gained through reading. Its most valuable and successful effects, in our experience, have been through group education.

In 1922, when the division was reorganized to include preventive work for mothers and preschool children as well as infants, class work with mothers was inaugurated and the *Mothers Health Clubs* formed in cooperation with existing local agencies such as home bureaus, parent teacher associations, and women's clubs. At this time there was great need for a better understanding of maternity hygiene and the subject matter taught in the Mothers Health Clubs dealt with that phase of work almost exclusively. Our success with this type of group education was not impressive, in fact it was distinctly discouraging. Difficulty was experienced in reaching women actually pregnant, and further difficulty in

inducing them to attend classes after they were found; non-pregnant married women, because the subject matter did not pertain to their circumstances at the time, could not be interested; unmarried women were not reached at all.

It soon became evident that a different type of class work was needed so that all women might be reached and that the subject matter required a different presentation. The outcome of many staff conferences was the inauguration of what are now called *Family Health Conferences*, and a complete revision of teaching material, so that health problems of the family as a whole might be taught and the particular subjects needing emphasis, from our point of view, included.

The family health conferences were immediately successful and have grown in popularity with an increased attendance every year. In many communities the same groups reassemble in the fall and ask for continuation classes dealing, more extensively, with the special aspects of the original material. In many of the home bureau groups the conferences have become a fixed part of the year's educational program.

In developing the special features we have found it necessary to call upon other state departments in order to deal satisfactorily with certain subjects. Acknowledgment should be made to the department of education through its division of child development and parental education, the departments of mental hygiene and social welfare, all of whom have contributed enormously to the success of the work. Their cooperation has taken many forms: criticism or assistance in revision of subject matter, conferences with and instructive courses for staff leaders; provision of special lecturers, loan exhibits, and so forth.

Four public health nurses on the division staff give full time to the conduct of the family health conferences, one dealing with Italian women and another with Polish groups exclusively, in their own languages. In these courses every opportunity is taken to teach by demonstration and to give class members an opportunity to participate in the practical portions of the work.

## COUNTY PROGRAMS

Up to the present time, most of the county programs in parent education have been subdivisions of state programs. The two presented here are organized under the home economics extension service in New York and Illinois. They are typical of parent education in the state extension service in their respective states. A county unit system of organization is obviously the most satisfactory type for rural work. It is also especially desirable where various social agencies which are concerned with the education of parents are operating on a county-wide plan, and where the facilities of a city may be extended to the surrounding rural territory. Unless it is a part of a state scheme or associated with an educational institution, it is difficult for a county program to avoid isolation, and to command the educational facilities which other types of programs enjoy.

COLLEGE OF HOME ECONOMICS, CORNELL UNIVERSITY  
MARGUERITE WILKER, PH.D.

### *History*

Three years ago several interested women in a western county of New York State organized a local committee as an initial step in bringing to the county a regular extension program in child development and parent education. The extension program described for this county is being carried on similarly in thirty-four counties in New York State, under the College of Home Economics at Cornell University. The chief sponsors of the committee in the county were the county home bureau agent and the head of a child welfare

agency. Other members represented such organizations as the county normal school, the Red Cross, mothers' clubs, public schools, churches, libraries and parent teacher associations. The work of the committee consisted chiefly in a county publicity campaign announcing that a conference for parents would soon be held by the college extension teacher in a central city of the county. These announcements were made in county newspapers and by means of small attractive folders sent to parents and to mothers' clubs. One hundred and fifty parents and teachers were registered by telephone, postal card, or by personal interview with a committee member.

When preliminary arrangements were completed, the extension teacher conducted the conference of six discussion meetings. The six meetings were held in two separate sessions of three days, with an interval of two weeks between the sessions. The meetings began at two o'clock each day and continued for two hours. Representatives from fifteen villages of less than six hundred population, the open country, and two cities, came together in a central village of three hundred and sixty population. One member drove a distance of sixty miles round trip. The mileage report showed that the members of the conference, chiefly mothers, traveled a total distance of over eight thousand miles to the six discussion meetings. The discussions were centered around the practical everyday events in child and adult behavior. Suggestions were given by the extension teacher to direct profitable observation of behavior in the home. Subsequent reports of successes and failures were discussed to the end that the parent might be aided in understanding and improving his own behavior, that of his child and of the relationship between parent and child. Exhibits of books for parents and of pictures, books, and play materials for children served as an additional means of arousing interest. The average attendance at each of these six meetings was one hundred and ten.

This initial series was followed at intervals of several



weeks by two county-wide meetings each, on child nutrition, food preparation, and child clothing, given by the extension teachers in these fields. These six meetings, together with the six on child development and parent education, made a total of twelve county-wide meetings for parents during the first year. Each succeeding year two county-wide follow-up meetings were held on behavior, and one or two in each of the other related fields.

### *Study Clubs*

Five study clubs were organized in this county as one definite outcome of the first year conference program. The clubs met twice each month during the following year to study a course of fourteen lessons. The average club membership was twenty, and the meetings were usually held in the evening in the homes of members. Each club leader was selected by the members of her own group and was aided in her work by self-helpful and self-directive materials furnished by the college. The course consisted of fourteen lessons on child achievements, and relationships with adults, in such routine situations as eating, sleeping, bathing, toilet, and dressing. During the third year these clubs continued with a second course of fourteen lessons on the child's relationship with adults in various non-routine situations, his relationship to other children, and his emotional and nervous behavior. Both study club courses provided three kinds of material: brief behavior incidents which describe simple, practical, everyday behavior events observable among young children; quotations selected from textbooks and arranged under appropriate headings to provide busy rural mothers easy access to the opinions of many authors; and questions listed in organized form to encourage systematic, detailed, and profitable observation and study. Reports as to club progress were sent to the extension teacher three times during the club year. A secretary's detailed report on the questions discussed at each club meeting was sent to the college

at the end of the year. All club members were invited to the two county-wide follow-up meetings held by the extension teacher during the second year of the extension program. These extension meetings afforded parents opportunity to discuss subjects of interest to them with the extension teacher. The discussions were continuations of those begun in former meetings. At the close of the general extension meeting, a small group of leaders always met to discuss problems of club study and leadership.

### *Leadership Training*

By the end of the second year community leadership began to develop in this county as a result of the county-wide conference and study club work. From among a number of capable women interested in helping other parents in the community, two were selected to attend the lay leader conference which was held that spring at the Cornell Nursery School. The expenses of these women were paid by the home bureau. The work of the leaders' conference consisted of formulating ways of assisting the home bureau agent in locating and interesting new women in the county who had not previously taken part in the extension programs. Each lay leader planned to organize at least three small new neighborhood groups which she would teach four lessons she herself had previously studied in her club work. This scheme proved to be a desirable means of arousing interest in new localities. The lay leader was prepared to give only a limited amount of subject matter in the four lessons she taught. She was provided simple incident material on behavior which suggested practical procedure, and she used mimeographed questionnaires, which also were furnished by the college to direct mothers in their observations. After each meeting the lay leader sent a report of her work to the extension teacher. The two lay leaders in this county initiated interest in nine new groups in such a satisfying way that the plan is to be more extensive another year.

*Summary of Activities*

The extension program, namely, conference, study club and special lay leadership, which has been described for one county, has been carried on during the past year by 2 extension teachers in each of 34 counties of the state. During the year county-wide conferences of six days have been held in 10 counties with a total attendance of 8,295. In each of 10 counties which had previously completed the conference program 2 county-wide follow-up meetings have been held this year, making a total of 10 county-wide meetings for 4 counties over a three year period and 8 county-wide meetings for 6 counties over a two year period. The study of 82 study groups has also been supervised in these 10 counties. Some have been studying the first club course and others have continued this year with the second course. Fifty-four of the 82 groups were regular club groups organized largely by women who had attended the extension conference program, while 28 groups were special lay leader groups organized by the lay leader and home bureau agent, and composed of women who had had no previous contact with the extension program. Many women in the lay groups were stimulated by 4 lessons to join regular study clubs and to attend the county-wide meetings held by the extension teacher. The spring of 1929 the lay leader conference was attended by 16 women who had their expenses paid by the home bureaus of 8 counties. These leaders taught a total of 184 lessons to 48 new groups organized in their respective counties. Each year the lay leader program is to be further developed. The lay leader has two years of contact with the extension teacher before she attempts her special work. She serves to initiate, through a few lessons, the interest of new women in further adequate sources rather than attempting extensively to teach child development and parent education subject matter.

In addition to the three usual types of work, conference, club, and lay leadership, special meetings have been held during the year in 14 additional counties as a means of

arousing general interest preliminary to the regular extension county-wide conference in the near future. These meetings were held in 2 to 4 different centers of a county usually in response to requests from interested organizations.

To summarize the program for the past three years, a total of 21 six day county-wide conferences have been held in 21 counties with an average daily attendance of 100. Forty county-wide follow-up meetings have been held in 10 counties with an attendance ranging from 25 to 200 and an average of about eighty, and some 60 special meetings have been held. During the three years, 107 study clubs have been supervised and 2 annual lay leader conferences have been carried on with an attendance of 23 lay leaders.

Rural communities have largely participated in this extension program as shown by the attendance at county-wide meetings from villages and the open country and by the location of study groups and special lay leader neighborhood groups in rural sections.

#### ILLINOIS HOME ECONOMICS EXTENSION SERVICE

EDNA E. WALLS

#### *Extent*

In Illinois, home economics extension work in the counties is conducted through county home bureau organizations composed of farm and village women. Each county organization employs a home adviser who must have a degree from a recognized institution and at least three years' professional experience. At present thirty-two counties are reached through county home bureau organizations and have available the services of a home adviser. It is largely through these county organizations that the federal and state home economics extension service functions. Within the past four years a parent education program has been carried on in twenty-four counties. Some work has also been done in other counties.

*Study Groups*

When there is sufficient interest in the county, the home adviser with the assistance of local workers secures enrolment for study groups. A minimum of twenty is required for each group. It has been found preferable to enrol parents and those vitally interested in preschool children for the preschool project; parents of school children for the school age project, and parents of adolescents for the adolescent project. Parents of children of all ages and others interested may enrol for the project on family relationships. When enrolment has been secured the home adviser arranges for the services of the specialist. In addition to leading the monthly sessions of each group, the specialist suggests, and helps to make available reading matter and illustrative material, holds individual conferences, assists with home projects and cooperates in various ways on community projects. All local arrangements, such as securing a satisfactory meeting place, enlisting the cooperation of local individuals, organizations and institutions, and arranging for health inspection and care of children who may accompany parents to discussion meetings are the responsibility of the county home bureau and the home adviser.

An attempt is made at the first meeting with each new group, to make clear to each individual that the purpose of the University Extension Service is not to tell them how to raise their children, but rather to make it more easily possible for each one to study her own home and the family relationships therein, and the results of scientific research in such a way that she may see how such results may be applied in her own home situation. In most groups the program for the series of meetings is planned by the group in cooperation with the specialist, on the basis of the felt needs of the members of the group. The working out of such a program is in itself significant, for it not only enlists the interest of the group, but serves as an incentive to the members for continued activity, often leading to the development, in their own homes, of certain projects which they themselves

select. Occasional brief oral reports on such projects and statements concerning sources of help are valuable in encouraging others to activity on their own problems.

Perhaps the most significant evidence of the effectiveness of the program is changing attitudes on the part of members of the group. One home adviser in reporting the work in her county said: "They were led to think through their own difficulties and to look deeper than the surface for causes of their problems with their children, and consequently for their solution. An outstanding feature was the realization by the mothers that their problems could be solved if they themselves thought they could and were willing to use their intelligence in their solution." A mother expressed it thus: "I feel that my attitude toward my children has changed materially during the past year. I understand them better and that gives me more respect for their individual actions or desires."

### *Leadership*

The major function of the county program so far has been child development through parent education, and the enriched family life resulting therefrom. In some instances the eagerness of members of groups to serve their communities and the demands made upon them have resulted in their leading small groups for a limited period, on their own initiative. At present a tentative plan for the education of prospective leaders is functioning experimentally in a few counties. To date the responsibility for the leadership of all organized groups has been assumed by the specialist, or by home advisers who have had special professional preparation for such leadership, this has been possible in three counties. In one county a mother with such professional preparation led one group.

### *Organization and Affiliations*

In most instances, especially in rural districts, a book chairman or committee functions in cooperation with the

extension division of the state library, which provides reading material for members of the group. Other individuals or committees may cooperate with local physicians or nurses, with the local library, with publicity agencies, or with any individuals or groups which may be helpful to or be helped by the group. Some counties have a child care and training chairman who may or may not be enrolled in one of the groups in the county. Contacts with local and county organizations and institutions such as libraries, public schools, mothers' clubs, medical and nursing associations and business organizations are made and maintained largely through the county home bureaus. Contacts with state and national organizations are made largely through the state home economics extension service. Among these organizations are: The Extension Division of the state library, the Educational Committee of the Illinois Medical Association, the Illinois Congress of Parents and Teachers, the departments of the federal government, the Child Study Association of America and the American Association of University Women.

### *Financial Support*

The financing of the program is a joint project of the federal cooperative extension service, the Home Economics Extension Service of the University of Illinois, and the county in which the work is conducted. The specialist is employed by the home economics extension service. In some counties, individual group members share such minor expenses as the care of children during meetings, light, heat and janitor service for the room in which meetings are held. In other cases these minor expenses are assumed by the home bureau organization.

### *Persons Served*

Any parents or other persons interested in child development who wish may become members of study groups. In some counties opportunity for enrolment is open first to

home bureau members. In only a few counties have fathers, as well as mothers, become members of the study groups. The services of the specialist are available when the time from other activities will permit for educational work in counties which do not have home bureau organizations. By means of correspondence, circular letters, news items, and radio talks many are served each year.



## CITY PROGRAMS

City programs in parent education have one significant feature in common; they have arisen because of vigorous initiative and farseeing leadership among parents and others who represent the interests of children and of the home. In each of the programs here described they have become affiliated with local educational institutions. This situation has evolved unique problems in educational administration. In no other field has lay initiative of such proportions representing a single interest, the home, brought itself into functional relationship with educational institutions of university level.

Local work, obviously, is most concerned with teaching parents. It must supply the teachers or discover and train them. National, state, and even county organizations cannot supply the teachers for the great mass of parents who now demand education or who will demand it in the future. Such a staff would be too expensive, too cumbersome to administer, or too distant from its source. The kind of leadership will depend largely upon the resources of the community. Where local colleges or universities have undertaken the teaching of parents either within or outside the college walls, professionally trained leaders are available. Where such institutions do not exist, leadership has been enlisted from local teachers, physicians, social workers, and various health agencies.

In order to supply the leadership necessary for the rapidly increasing demand for parent groups, both Cleveland and Philadelphia have undertaken the training of leaders. This has brought about cooperation with local institutions, namely, Cleveland College and the universities and colleges of Philadelphia. In the Cincinnati program, which may be considered either as a city or as a university pro-

gram, the leaders are university graduates and have specialized in the field of child care and training.

Second only to the task of teaching parents, a local program of parent education must discover its relationship to the many organizations and institutions which are less directly, but not less significantly, concerned with children and with family life. In Philadelphia, Cleveland and Cincinnati, efforts toward mutual understanding and coordinating of these agencies have been made, with promising results. In Cincinnati a plan is effective whereby the services of the university are available to every social organization dealing with family problems, and to such institutions as the College of Medicine and the Children's Hospital.

During the past year in both Cleveland and Philadelphia efforts have been made to bring together a number of agencies under the leadership of the National Council of Parent Education in order to discuss their common interest in parent education. Some of the problems revealed in these conferences were: lack of coordination or interrelationship between the various agencies dealing with parent education; lack of an adequate division of functions; lack of a comprehensive understanding of parent education as a modern movement in adult education, and as a community enterprise.

The total problem was to discover ways and means for conducting a coordinated program of parent education, representing an appropriate division of functions between agencies, and leading toward an understanding of this program on the part of the agencies, and of the community as a whole.

The one city program about which financial information was received has an annual budget of \$34,000 which is derived as follows: 50 per cent gifts, 29 per cent membership, 14 per cent fees, and 7 per cent local foundations. Overhead is included and is paid from the general budget as are travel and salaries.

## CHILD TRAINING COMMITTEE OF CLEVELAND

CAROLINE CLARK MYERS

*History*

In 1923 a number of the leaders of the social agencies of Cleveland dealing with the solution of behavior problems of children came to the conclusion that more effort should be directed toward the prevention of such problems, and so expressed themselves to the Children's Conference which is an informal group of representatives from all child caring institutions and agencies in Cleveland. Thereupon this organization authorized the appointment of a committee to be known as the *Child Training Committee*.

With no funds at its disposal this committee assembled the suggestions of the several agencies, and formulated a program in parent education which would utilize the available resources of the city. Group leaders were recruited from the different educational institutions of Greater Cleveland, and several groups of parents were organized. Many of these groups already had had courses in health given by the Red Cross Teaching Center. Classes were also held for staff workers in social agencies, on such subjects as child caring, family, and nursing.

A leader was provided for small groups of underprivileged mothers and teen-age girls, organized by such agencies as associated charities and dispensaries. Most of these teen-age girls were caring for small brothers and sisters while their mothers were working. This leader made home visits on special problems. In this undertaking financial limitations and problems of everyday living loomed so large that most of the instruction was necessarily given individually or to very small groups. It appeared, therefore, in the absence of funds, that the work would have to be largely with mothers who could be reached in larger groups and who could afford to pay a small fee. Accordingly, the group reached has been enlarged gradually to include a less handicapped, and finally a privileged type.

*Leadership Training*

At the end of the first year the need for trained leaders was apparent. The committee suggested to Western Reserve University the establishment of extension courses for parents. These courses were first given by the School of Applied Social Sciences and later moved to Cleveland College. The courses provide opportunity for the training of a group of leaders and for the education of a larger number of parents.

The leaders, most of whom first entered the courses for parents at the university because of their interest in their own children, have been chosen with three things in mind: educational background; leadership ability as shown by work in clubs or church; understanding of and ability to solve problems with her own children and to discuss them objectively. It seems to be the experience of the committee that some of the best leaders are not women who would think of applying for such a position. They must be discovered. On the other hand, it appears that some who are most eager for part-time leadership are not promising material. Therefore, the need for leaders has never been announced publicly.

*Organization and Affiliations*

In cooperation with the Maternity Hospital, the committee furnished leadership for classes of expectant mothers who were already receiving instruction in physical health. Discussions centered around mental health of the mother during pregnancy, a better understanding of the child and of the factors involved in the development of useful habits.

In cooperation with the division of adult education of the public schools, the committee has provided leadership for several foreign groups, including groups of maids and nursemaids interested in the care of their employers' children, Jewish and Italian women in settlement houses, and colored and Polish women. The work with the Italian group has been done in Italian. Considerable effort has been made

to evaluate this unit of work since the settlement social workers already had contacts with these mothers.

The work with parent teacher associations, clubs and church groups has grown without special effort on the part of the committee. It is felt that growth should be limited by the number of qualified leaders available.

Although the committee has no affiliation with other organizations, there is a fine working relationship with Cleveland College, the Child Guidance Clinic, the Red Cross Teaching Center, the Social Hygiene Bureau and other social agencies. The Child Guidance Clinic has been particularly helpful through the members of its staff who have acted as advisers.

The committee began with five members from social agencies, augmented from time to time as it was realized that some person or organization had a contribution to make. There are at present fifteen members, many of whom are on the boards of other organizations.

As they have been needed, nine subcommittees have been formed. In order to avoid making the main committee unwieldy, some of these subcommittees have worked as separate units, only the chairman being a member of the large committee. A subcommittee interested in child feeding, for example, developed the pamphlet on *Food and Food Habits of Children* which has been used in groups. The parent teacher association subcommittee has functioned almost continuously; it is composed of representatives from each of the suburban and the city councils. There are also subcommittees on fees, on membership, publicity, organization, church groups and the like.

### *Financial Support*

The program has been carried on with practically no funds. The Welfare Federation has provided a small fund for printing, and the aid of the secretary, who has given considerable time. A gift of \$100 made possible a few scholarships for leaders. There has been no full-time person. Recently leaders have been paid a small fee for some of the

groups they have led; but much voluntary service has been given, especially in the earlier development of the program. Most groups have paid at the rate of \$2 for each parent taking the course of six sessions. This was prorated for longer courses. Enrolment has been limited to fifteen persons as a minimum, and thirty as a maximum for each group.

Three luncheons have been arranged in connection with annual meetings. These meetings were attended by from three hundred and fifty to five hundred and fifty persons.

During its seven years of service in Cleveland, the Child-Training Committee has developed the following aims for its work: (1) supply leaders for groups interested in parent education; (2) make available, at small cost, numerous pamphlets useful in group discussion; (3) develop properly qualified leaders through resources for training available; (4) offer opportunities for exchange of experience on the part of leaders and groups; (5) promote interest in scientific study and guidance of child conduct; (6) help coordinate efforts in parent education in Cleveland.

#### THE PARENTS' COUNCIL OF PHILADELPHIA, INC.

MARIAN B. NICHOLSON

#### *History*

A group of parents, teachers, social workers, and physicians who, in the course of their lay or professional contacts with parents, had gathered the impression that parents are anxious for help in better understanding their children, were responsible for the organization of the Parents' Council of Philadelphia in 1925. The purposes of the new organization were to arouse general interest in child study and parent education and to make available to interested parents opportunities for directed study and discussion.

During the first months of the life of the council, work was directed by a part-time professional secretary under the sponsorship of the organizing group who constituted themselves a board of directors. A number of large public meetings were held in various parts of the city to awaken interest

among parents in modern knowledge about children and in opportunities for gaining a wider understanding of human relationships. The interest awakened led to the organization of several study groups which met for discussion and reading during the winter of 1925-1926. Offices were opened in the Social Service Building and a small library was accumulated. The demand for the organization of study groups soon became greater than the capacities of the staff could meet. These opportunities called for a larger plan of financing and for the establishment of relationships with the educational and social organizations in the city.

In the fall of 1926, therefore, a full-time professional director took charge of the activities of the organization. During the next year or so study groups for parents were organized in all parts of the city wherever people were sufficiently interested to ask for them. They met in connection with women's clubs, churches, schools, social agencies, and in private homes. So far as possible, every request for the leadership of groups was met. Through study groups, public lectures, and the distribution of mimeographed material on child study and parent education, the council's program became widely known in the community. The membership of the organization more than doubled. Two other professional study group leaders were added to the staff.

An evaluation of the results of this type of program convinced the staff and the board of directors that the Parents' Council could probably be of greatest service to the community, not by endeavoring to furnish leadership for parent education throughout the whole city, but by conducting groups within organizations which might in the future become interested in carrying on parent education as an integral part of their programs, by experimenting with methods of conducting parents' groups, and by training leaders

### *Activities*

Each year members of the staff conduct from forty to sixty study groups. These are organized almost entirely within other community organizations, such as public and

private schools, churches and synagogues, orphanages, case working agencies, the Young Women's Christian Association, and public health centers. There is at present a larger demand for the organization of study groups than the council can fill. The present policy is to invest leadership in an organization interested in making parent education a part of the organization's program. The parents served represent all types of background, education, economic status, and social position. Methods used in group leadership are carefully recorded and studied.

In cooperation with the Pennsylvania School for Social and Health Work, and with assistance from the universities and colleges of the city, the council is developing a training program for professional leaders in parent education. One individual has completed a two-year graduate course and is now a member of the council's staff. A number of other persons have entered upon this training. A group of lay leaders in the community who are carrying on parent education work in connection with parent teacher associations, churches, and clubs register each year for a lay leaders' training course. These leaders do not conduct the council groups, but receive training and supervision in the leadership of groups for which their organizations have selected them as leaders. Some will probably enter the field of professional leadership when their training has proceeded further.

Other activities of the organization include a series of all-day conferences for members held several times a year on topics of general interest, a series of public lectures on some child study topic once a year, and the issuing of several small publications.

A board of directors representing various interests in the community is responsible for the administration of the council's program. At present the staff consists of a director, a supervisor of group study, a full-time professional study group leader, and a membership secretary. The services of other professionally trained persons are used in conducting study groups and filling requests for speakers.



*Financial Support*

The financial resources of the council are derived from four general sources: (1) Members of study groups usually contribute some amount, often bearing little relationship to the cost of the study group. This item constitutes the earnings of the council. (2) Two Philadelphia foundations make annual grants. (3) Annual dues are paid by members of the council. Members are secured usually through mass mail appeals. They now number upwards of 2,000, each member contributing two dollars or more. (4) A few large gifts are secured each year by personal solicitation of board members.

## UNIVERSITY PROGRAMS

Almost simultaneous with the founding of the child development research centers, and in many cases soon after the opening of their nursery schools, parent education became an important part of the programs of these centers. Most of the university programs, as distinguished from state programs, of parent education are directed from these centers.

In the beginning of the parent education movement, parents were obliged to utilize whatever leadership and subject matter they could discover. Later on they found some of the information they were seeking from leaders in psychology, education, home economics, pediatrics and other fields. With the establishment of the child welfare research centers, and the development of the concept of the *whole child*, the contributions of these fields were brought together, and became coordinated in the teaching of both students and parents. The nursery schools became the experimental laboratory. Students trained in these centers were immediately in demand as parent educators, and staff members were called upon to organize and conduct study groups for parents.

As a result of this stimulation from within and without university walls, these centers soon found themselves faced with a complex parent education program. Its major functions included: (1) the organization and publication of subject matter concerned with the development of children, parent child relationships and family life; (2) training of students, with a broad educational background and experience, to become parent educators; (3) teaching groups of parents and conferring with individual parents, first as a university service, increasingly as a means of demonstrating how parents are taught and of testing subject matter and method;

(4) conducting research in the method and content of parent education, and investigating special problems.

In addition to these functions which have seemed to be inherent in a university program, a number of centers have cooperated with social agencies, hospitals, schools, parents' organizations and others to enable them to widen their service and the opportunities for their students.

Universities have institutes whose budgets vary from \$20,000 to \$30,000. One institute derives its total budget from gifts; another, 86 per cent from state funds and 14 per cent from fees; another, 20 per cent from city funds, 20 from fees and 60 from gifts; still another, 10 per cent from state funds, 10 from fees and 80 from gifts.

Several of these programs might have been discussed under other sections such as city or state programs. For instance, Iowa's program, although it centers at the university, extends into the state and is a part of a state-wide program which includes many other institutions and organizations. The program in parent education of Ohio State University, under the joint auspices of the university and the Ohio State Department of Education, has a state-wide influence, although it has no state-wide organization of its own. The University of Cincinnati has developed a program which serves a large group of social agencies, educational institutions and parents, and which could well be called a city program. The University of Toronto likewise extends its services to city agencies and schools. The University of California, Cornell University and the University of Minnesota might be considered university programs, but are described elsewhere in this volume. The programs of the University of Cincinnati, the University of Iowa, Ohio State University, and the University of Toronto are given here as representing this type of project.

THE UNIVERSITY OF CINCINNATI

ADA HART ARLITT, PH.D.

*History*

The program in parent education at the University of Cincinnati had its beginning in 1925 when a single course for parents was given. So many registered that the course had to be repeated. At the same time, there was in Cincinnati an organization called the *Mothers' Training Center Association* which had just been formed by Henry Jonap for the purpose of educating parents. In the spring of 1926 this association came to the Department of Child Care and Training of the University of Cincinnati and asked that a program be outlined. When this was done, the board of directors of the Mothers' Training Center Association, a group of outstanding citizens, turned over to the department of child care and training the sum of \$9,000 a year for a period of three years. This grant was continued.

*Activities*

The program in its initial stages included all of the activities carried on at the present time. It involved the formation of study groups for parents in all classes of society, and the conduct of a demonstration nursery group for the purpose of objectively showing to parents, and to others interested in the care and training of young children, methods and materials for use during the nursery school period. The other significant phases of the program are radio discussion groups, consultation service for parents, training of study group leaders, research in parent education, supervision of play and game work in day nurseries and orphan asylums, and the preparation of materials for parent education.

The nursery group has been open to fifteen visitors a day. The groups who visit the nursery are given sheets which show the significant points to watch and, after the period of

observation, are led in a round table discussion by a trained parent education leader. Discussion of the general and specific applications of nursery education and of the problems of individual mothers takes up the hour.

The study groups have grown from a membership of 285 in 1926 to a membership of nearly three thousand in 1930. These groups are formed in churches, community centers, parent teacher associations, settlement houses, and clinics. A few groups arise from individual initiative and meet in private homes. Trained leadership is furnished all the groups. Every leader is a member of the staff of the university. All have higher degrees in child development and parent education. Thirteen of the groups at the present time are conducted among Negroes, and for these a demonstration Negro nursery school is conducted. Every mother receiving a mother's pension from Hamilton County attends a mothers' conference group.

In addition to the study groups conducted in Cincinnati, a radio discussion group is conducted over WLW every Friday from 9:40 to 10:00 A.M. The radio discussion group has a membership from seventeen states.

The consultation service is another feature of the work at Cincinnati. Every mother who has a minor problem of discipline or a feeding problem which cannot be discussed in the group can come to the university and consult with specialists in nursery education, child development, nutrition, and health. In 1928 there were 487 such consultations. This service not only gives advice for specific problems, but acts as a center from which mothers can be sent to the clinics and agencies best suited to help them with their problems.

The play and game work in day nurseries and orphan asylums involves first, selection and supplying of toys for preschool children, and second, conducting a demonstration group in each institution at short intervals, under trained leadership. This work has resulted in two day nurseries and one orphan asylum conducting full-time nursery groups on their own initiative.

*Leaders' Training*

Graduate and undergraduate students have been trained to supply the leadership needed, not only in the local program but in other centers. A number of graduate students have come as fellows and scholars of the National Council of Parent Education and the Committee on Child Development of the National Research Council.

Undergraduate students take a general course during their freshman and sophomore years and professional training in their junior and senior years. The professional training prepares for positions as instructors of child care and training in high schools, colleges, and universities, welfare workers with young children, teachers and directors of nursery schools, and research workers in child development and parental education.

The electives of students who major in child care are chosen with a view to giving training in the specific field which the student wishes to enter. Those who plan to enter child welfare work choose electives in sociology and in nursing and health; those who wish to become directors of nursery groups and day nurseries choose electives in the College of Education, while those who wish to do research in child development choose a portion of their electives in the Department of Psychology.

Leaders in parent education are chosen from the graduate student body. The students are given an academic background in subjects related to parent education, and practical experience with individual parents, and with parents in groups. Contact with child problems is given them through the nursery group and the children of parents in the study groups. In addition to the training of leaders to meet local and national needs, additional courses are offered to give orientation in the field of parent education to teachers, social workers, trained nurses, and nurses in training, and students in the department of pediatrics in the College of Medicine. Special courses are offered to individuals from these fields

which give the techniques of dealing with parents and children.

### *Affiliations*

The organization of the parent education program makes it possible to connect with every agency or institution in the city of Cincinnati which does work with parents or with children. In the public school system we are represented by mothers' conference groups. The Vocation Bureau of the Cincinnati Public Schools places many of the mothers of problem children in our groups to receive training in child care. The whole-hearted cooperation of the parent teacher association is shown by the fact that thirty-three of our sixty-six groups are drawn from its membership. The Mothers' Pension Department of the Juvenile Court requires membership in study groups of all of its mothers. In Shoemaker Health Center, a nutrition class, a class in child care and training, and a demonstration nursery group are conducted. The Mental Hygiene Clinic of the Community Chest and the Psychopathic Institute of the Jewish Hospital receive cases through our consultation service and send parents to the consultation center for advice as to minor problems of discipline. Thirteen day nurseries and orphan asylums are on our list for the supervision of play and games and the supplying of toys. The Children's Hospital has so close an affiliation that it gives courses to the students in preparental work on health care of young children, while every nurse in training receives courses in child psychology and observation work in the demonstration nursery group at the university.

Lectures on child development are given to the students in the department of pediatrics in the college of medicine and to nurses in training in the Cincinnati General Hospital. The College of Medicine in turn offers courses to students in preparental education and gives the health service in the demonstration nursery group. The Babies' Milk Fund Association works closely with the program through the formation of study groups among the mothers of children who enter the Babies' Health Clinics and through supplying a

part of the health service in the demonstration nursery groups.

### *Research*

Research is conducted in child development, and the techniques of teaching. Researches to determine the toys which have value in early childhood education, the type of play and games selected by young children, the stimuli to emotion and the types of emotional disturbances that come in early childhood, the causes of poor appetite, and the effect of variations in the menu on the type of response, yield facts which lead to the better interpretation of child behavior and material which is of practical value to parents. Research projects of content and method are in the environmental conditions surrounding Negro children of preschool age, and the prevalence of defense attitudes in different types of parent groups.

### *Publications*

The pamphlets published to date are: *A Suggestive List of Toys for Children Under Six*, *A Suggestive List of Books for Children Under Six*, *The Selection of Food for Children and the Formation of Good Habits*, *A List of Books for Parents*, *Habit Formation*, *The Mothers' Training Center Association*, *What It Is*, *What It Has Done*, *What It Offers You*. In addition to these, two books, *Psychology of Infancy and Early Childhood*, and *The Child from One to Six*, have been published, and a number of articles in magazines and newspapers.

### *Financial Support*

The financing of our program is done partly by the University of Cincinnati. In addition to the support received from the university, the work receives \$9,000 a year from the Mothers' Training Center Association of Cincinnati, \$5,000 a year from a foundation, and approximately \$1,200 a year from the Exchange Club. The Mothers' Training Center Association fund and the foundation fund are used



wholly for parent education. The Exchange Club grant is used for supplying toys to orphan asylums and day nurseries and to pay for a part-time worker who supervises play and game work in these institutions. There are mothers' conference groups in every section of Greater Cincinnati and three in districts in the county outside the city.

#### STATE UNIVERSITY OF IOWA

MAY PARDEE YOUTZ AND ESTHER N. COOPER, JR.

The Parent Education Division of the Iowa Child Welfare Research Station is state-wide, carrying on most of the direct and intensive work with parents in the state. Other departments and divisions of the university also contribute in various ways to parent education.

#### *Courses*

The parent education courses which have been established at the university are of two kinds: academic, or those given on campus by the parent education staff; field, or those given under the joint auspices of the Extension Division and the Iowa Child Welfare Research Station. All the work is done under the immediate direction of the station.

Graduate students, interested in training for professional work in parent education or allied fields, take the basic course offered throughout the winter and spring semesters. This deals with child development, childhood problems of concern to parents, and home and other influences in the child's life. Plans and methods are presented for the organization and conduct of study groups. Intensive work may be carried for extra credit. The professional student is expected to round out his knowledge in psychology, sociology, physiology, nutrition, education, home economics, biology, philosophy and the basic sciences. Opportunities for observation in the preschool laboratories and observation of, and participation in, parent education study groups are provided.

During the first summer term a similar course is offered. This was first given as a three weeks' course in the summer of 1925. In 1930 two courses in methods in parent education, one beginning, the other advanced, were also offered.

A special Saturday class for teachers was requested in 1925, and was given again in 1928, 1929, and 1930. It consists of eight lessons at three week intervals. Discussions and assignments are based on certain fundamental principles of child behavior and management.

The field courses are of two kinds: (1) a correspondence course of sixteen lessons, which may be taken for university credit, covering heredity and environment, habit formation, discipline, play, sex education, imagination and day-dreaming, truth and falsehood; (2) a course of eight to twelve lessons, adapted to the interests of study groups of parents in the state, under the leadership of the staff in parent education. This carries no university credit. Groups are formed, in so far as staff time permits, on requests from parent-teacher associations, women's clubs, chapters of the American Association of University Women, P.E.O., Sunday schools, boards of education, visiting nurses' associations, settlement houses, and denominational charities. Often several agencies cooperate. The personnel of these groups varies greatly from the lowest to the highest educational and economic status. Native and foreign-born stocks from many races are represented. Selected libraries of books and pamphlets are lent to these groups, which are conducted on a study-discussion basis.

Another service was designed particularly as a follow-up to the infant and maternity hygiene work in the state. A packet of three books on various phases of child development, and popular in nature, is loaned to groups in the state for cost of parcel post. A letter suggesting ways of using the books is sent to the groups. Members are asked to note the amount they read in a book and their reaction to it. The librarian of the group makes a report on the use of books. Short prepared blanks for these reports are supplied by the university, and are returned at the end of the year. Some of

these books are sent out by the parent education division, and the infant and maternity hygiene division is using them also for directed study.

### *State Conference*

The annual Iowa State Conference on Child Development and Parent Education, sponsored by the Iowa Council on Child Study and Parent Education, is held at the University of Iowa. Planning, administrative features, and costs of the conference are the responsibility of the Iowa Child Welfare Research Station and the extension division. The conference lasts for three days and, although lectures are given, emphasis is placed on the several round tables which meet each day.

### *Radio*

A weekly series of radio lectures is devoted to topics concerned with child development and care. The staffs of the home economics department and of the Iowa Child Welfare Research Station contribute. Arrangements are made through the extension division.

Another series, *Parents' and Teachers' Hour*, is also given weekly. Once a month a member of the parent teachers association, or of the parent education staff of the station, lectures on pertinent organizational topics. In the other weeks, *Sally's Family* is presented by the parent education division of the station. Sally's Family is specifically described as to personnel, situation, and interrelationships. A behavior problem is outlined in some detail and several informal discussions of underlying principles of conduct and management are given in successive weeks. To stimulate the interest and participation of listeners, a question is presented each week on the topic for the next week, and the radio audience is invited to send in suggestions on the problem. The best of the answers received are read and discussed over the radio.

*Maternity and Infant Hygiene*

The work of the division of infant and maternity hygiene, under the direction of the medical college of the university, with cooperation of the state department of health, is strictly educational. No examinations or diagnoses are made. A three-part program, two hours long, is offered to any lay or professional group in the state. A lecture is given first, followed by a demonstration, item by item, of materials for maternal and infant care. The program is concluded with the showing of a film on some aspect of child care. At the close of the formal program, any one who wishes may question and discuss special points with the lecturer, who is a registered nurse with wide experience in this field.

Lay organizations enter requests for this service through the state medical society; professional organizations apply direct to the division. These programs have been presented to parent teacher associations, farm bureaus, farmers' unions, women's clubs, medical society units, county nurse units, and many other organizations in the state. Pamphlets on care of mother and child are available for study and guidance.

*Dental Hygiene*

The bureau of dental hygiene in the extension division has available to groups in the state experienced lecturers on the care of the teeth, including correct diet. Some of the lectures are illustrated by slides. Posters, films, and pamphlets may also be obtained. This bureau serves essentially the same organizations as the division of maternity and infant hygiene.

*Clinics*

Through the outpatient department of the Psychopathic Hospital, advice is offered parents regarding behavior problems in children. A psychiatrist is attached to the staffs

of the Psychopathic Hospital and of the Child Welfare Research Station.

The nutrition division of the station conducts a clinic twice a week. Children of all ages are brought to the head of the division. In a series of conferences effort is made to teach parents the fundamentals of nutrition and advice is given about individual children. The same people, in many instances, have attended these clinics over a period of years.

### *Moving Pictures*

Five films, two in color, have been made of children's activities in the preschool laboratories of the station. Films on phases of maternity and infant welfare, and of dental hygiene are also available. These may be secured by responsible groups upon request to the Bureau of Visual Education, Extension Division. Some of the films are designed primarily for children, but have been found of interest to adults also; others are for adults only. While most are in direct expository and educational form, a few are dramatic. If necessary, a projector may be rented from the bureau. The cost of transportation and damage to materials lent are borne by the borrower. The films have been shown before many different lay and professional organizations.

### *Lectures*

Staff members of the various colleges and departments, as well as of the Child Welfare Research Station, give occasional talks to groups of parents on a variety of topics relating to child welfare.

All of the parent education activities outlined above, save the academic courses for graduate students, the maternity and infant hygiene work, the two clinics, and some of the occasional lectures, are affiliated in some way with the extension division. The relation of the division to the service varies; sometimes it is advisory, sometimes financial, sometimes administrative, sometimes all three.

OHIO STATE UNIVERSITY  
JESSIE A. CHARTERS, PH.D.

### *Purpose*

A state program was inaugurated July 1, 1928, by the establishment at Columbus of a parental education division financed jointly by the Ohio Department of Education and the Ohio State University. The location of the state university at the capital makes such a cooperative enterprise feasible.

The purpose of the division as now established is to give educational services to individuals, organizations, and groups desiring it. The department has no state-wide organization of its own; it does not organize, finance, direct, or sponsor any kind of extension work.

On the other hand, it does provide lectures and lecture courses, leadership training, direction and guidance, and study helps and materials, to every one who asks. Especially, it cooperates with sponsoring organizations, colleges, city or county schools, home demonstration agents, or other institutions and persons in establishing a program of parental education.

This service is financed entirely by the state department of education and the university, therefore there is no cost to the organizations or communities asking for it.

The staff in parental education consists of a director, who is also head of the department of adult education in the university, an assistant, a field worker, a kindergarten teacher and an assistant, and a prekindergarten teacher; graduate students assist in the work.

### *Financial Support*

The state department of education places a sum of money for parental education in trust with the university. The university contributes a share of the budget. All mem-

bers of the staff are nominated in the usual way and have status as regular faculty members.

In the state department, the division of parental education is coordinate with all the other major divisions; in the university the department of adult education is coordinate with the other departments in the College of Education.

### *Activities*

The program of work is divided into state work, a parents' preschool laboratory, radio programs, publications, work of graduate students, and miscellaneous activities. The state work includes: lectures to women's clubs and parent teacher groups, and to other social and welfare agencies; leadership conferences; leadership institutes and training classes; meetings with various agencies and organization for the formulation of programs. The preschool laboratory consists of a kindergarten and a prekindergarten group and includes testing and recording observations of the children, and observation by parents and students. The radio program is a twenty minute weekly course in parent education, and a thirty minute weekly family hour. Publications include the *Better Parents Bulletin*, published monthly from October to June, and the distribution of mimeographed material for study groups and students.

The phases of the program listed which are perhaps the most interesting are the activities connected with the parents' study groups and the leadership training groups throughout the state.

### *Leadership Training*

All leaders of study groups coming under the immediate supervision of this department are selected by their groups, or by the organization sponsoring the group. No leaders are paid, and no leaders are professionals in parent education. Some of them are teachers, or professionally trained in other fields.

The groups are advised as to qualifications which are

desirable for leaders, and the best persons available are usually chosen. The plan for training is based upon a job analysis, and later in training on the job on a difficulty analysis. The preliminary training consists of the simple techniques of group organization, program making, collection of study materials, methods of group management, teaching, and checking up on success. The leadership institutes which follow the preliminary training course deal almost wholly with the difficulties which the leaders are encountering in their work. The leaders, and through them the other members of the group, quickly realize the need of special services, such as demonstration schools, children's play groups, behavior clinics, professional consultants, lectures in special subjects, and so forth.

### *Preschool Laboratory*

The preschool laboratory established in the department at the urgent request of parents studying in local groups during the year 1928 to 1929 differs perhaps from other preschools in the emphasis placed upon the parents' program, and in the attitude taken by the teachers toward the contribution which parents may make in the education of their own children. There is a definite effort to set up a program and a plant which will offer an example to school systems and to private groups who may become convinced of the value of preschool group life for children and who may wish to copy our plan.

### *Better Parents Bulletin*

Since much of our work must necessarily focus in and around our local community, a magazine is considered an essential contribution of the local work to the state as a whole. *The Better Parents Bulletin* goes to all who ask for it. Like all other services from the department, it is free for the asking; but it must be wanted and arranged for.

In our adult education work the motive power and pres-



sure must come from the needs and interest of those who desire to find for themselves the values which education has to offer.

ST. GEORGE'S SCHOOL FOR CHILD STUDY,  
UNIVERSITY OF TORONTO  
HELEN M. BOTT

### *Purpose*

Parent education is one division in the St. George's School, the nursery school, another. For the most part these divisions have distinct staffs but their work is as closely co-ordinated as possible under a single director and management. The records, library materials and as much of the instruction as need be, are common.

Our work in parent education has had three main objectives: (1) to investigate and evaluate parental procedures; (2) to train leaders for parent groups; (3) to disseminate mental hygiene principles in the community.

These purposes have been attempted in the order mentioned. Little has yet been accomplished beyond exploring the possibilities in these various fields and discovering what seem to be the most helpful procedures. The leads already followed seem promising, and future efforts largely will be devoted to developing and consolidating the work already begun.

It is comparatively easy to obtain from contact with parents in a group and in the home a list of their special problems; it is much harder to assess these difficulties at their true worth and to decide whether they are causes or symptoms. We early found that too much reliance should not be placed on the first naïve statements of parents. Such statements must be further enlightened, for example, by the insight gained from our clinical consultation service for individual parents, and from the verbatim reports of group discussions. For example, a mother gives as her pressing difficulty "sauciness" in her children. But a study of this

case by the psychiatric consultant, supplemented by an analysis of the comments made by this mother in a series of group discussions, reveals that her own attitude is flippant and insincere, and that the home discipline is divided and inconsistent. It would, therefore, be futile to treat the difficulty on the level of sauciness in the child; it must be dealt with at the deeper level of adult attitudes and the type of discipline used in that home.

### *Study Groups*

Topics and courses for parent groups are arranged to secure congruity of subject matter within each course, and a sequence of courses which follows the child's development. We thus progress from a basic course on Emotion and Habit Training in the Preschool Child to another on the Management of Young Children<sup>1</sup> and these are followed by courses on the School Age Child, Adolescence, and Family Relations. Our practice is to require parents to take the basic course on general principles after which they may elect any of the others. Ten topics discussed in fortnightly meetings comprise each course, which lasts usually from October to Easter. Printed texts have as yet been prepared for only the first two courses; for the others mimeographed outlines are used.

### *Leaders*

The leaders we train fall under two classes, those whom we select and those who are sent to us by outside organizations. Our first type of student leaders, for whom our training has been mainly designed, is selected from among our group members. Our estimate of members from the standpoint of personality, experience, and contributions to group discussion, forms the main basis for selection of potential leaders. Academic qualifications are also taken into account, and we have been fortunate in getting leaders with college

<sup>1</sup> Blatz, W. and Bott, H. *Parents and the Pre-school Child* and *The Management of Young Children*. See Bibliography.

or professional training. We feel, in general, that it is more important to develop as leader a mother of relatively *young children* who is herself immediately concerned in the situations she is dealing with, rather than an older mother who perchance has achieved an established place in the directing of community organizations. Other things being equal, the younger woman is more flexible, more adaptable in working out new methods; she is not hampered by having a following in the community or a reputation to live up to.

### *Community Contacts*

Instead of spreading our own organization through the city and wider community we have tried to make our school a center of training and investigation, so that we may be prepared to supply leadership as the need and demand arise. This is being done to a limited extent through some of the persons whom we have selected and trained who are already serving with home and school clubs, in organizations for religious education, and in settlements. A significant development towards establishing parent education in the local community came through spontaneous requests from seven or eight prominent social agencies in the community that we should start parent education groups within their organizations. As we were not equipped to do this on a wide scale, the plan was evolved of having these organizations send picked workers from their staffs to us for special training in parent education, with the idea that ultimately they would conduct their own parent education groups with only general supervision and advice from the staff of our school.

This has involved a departure from our principle of using parents as leaders; but the trained social worker's special knowledge of her own clientele is valuable for successful leadership. It remains to be seen how far experience with children within her own organization, for example, in the infants' home, the neighborhood workers' association, the childrens' aid, or the department of health, can compensate for the more immediate experience of parenthood.

Conversely, our school staff whose experience had previously been limited to contact with relatively homogeneous and well-educated parents, have had to familiarize themselves with the problems and conditions of less privileged groups. This has necessitated adapting our teaching materials to suit different intellectual levels and experimenting with new methods of presentation and discussion.

These steps are, however, only a beginning, as parent education has significance for *all* parents. How should such extension be attempted? Under what form of organization should the wider reaches of this work be cast? Should it be under public or private auspices? Is it mainly a phase of public education or of public health? Should the training be conceived as only for parents who sense difficulty and seek guidance or should it be available for all, including the pre-parental level? In Canada these questions still remain for the future, but a not distant future.

## CHURCH PROGRAMS

Another expression of the need of parents for education has come through the church. Ministers, and to a less extent Sunday school teachers, have always been the guides of troubled parents. Most of the denominations in this country are aware of changing social conditions that affect the family and the development of children and are taking definite steps to meet these conditions by educational effort. The parent education program of the Methodist Episcopal Church South is described here. An extensive correspondence in connection with the statistical survey of parent education has disclosed but one other such program. The American Baptist Publication Association sponsors discussion groups of mothers and Sunday school teachers for the purpose of studying child development with particular reference to character development and religious training.

For the most part, it would seem that, with the exception of programs of parent education carried on by individual churches in metropolitan areas, the efforts of the various denominations were, for the most part, directed toward the study of family relationships and organization rather than child development. The Federal Council of Churches of Christ in America has a committee on marriage and the home which is preparing a series of discussions with supplementary bibliographies on the problems of American family life. The first of these reports, *Ideals of Love and Marriage*, was published in 1929. The discussion is a thoughtful and dignified argument for the reconciliation of American family life with the Christian ideal of marriage, and the bibliography is useful, containing references to widely recognized books, articles and periodicals that frankly contest the premises set forth in the report. This material prepared by

the Federal Council of Churches is distributed among all the affiliated denominations. It is published jointly by the Social Education Division of the American Baptist Publication Society and the Commission on the Church and Social Service of the Federal Council of the Churches of Christ in America.

#### AMERICAN BAPTIST PUBLICATION SOCIETY

Under the guidance of a director of religious education in the home, the American Baptist Publication Society distributes leaflets in the Northern Baptist Convention, giving directions for the formation of study groups, outlines of study and lists of helpful publications. One of their leaflets, *Bible Light on Home Relations*, is an outline of family relationships developed by means of biblical references and questions designed to show the application of religious thought to modern family conditions. In these guidance materials, references are given to sources of non-religious materials, such as the United States Public Health Service, the United States Children's Bureau, and the Child Study Association of America. Other references are given to books by such authors as Galloway, Dr. and Mrs. Gruenberg, Groves, and de Schweinitz.

The American Baptist Publication Society, in addition to its parent education work and its collaboration with the Federal Council of Churches, offers courses preparatory to marriage for young people in the summer assemblies, of which it conducts more than forty in various places throughout the country, such as college campuses, and camps in the mountains. The total attendance at the summer assemblies of 1929 was 12,426 persons, of whom 9,000 could be classified as youth. The premarriage course is one of several social courses offered. The instructors are frequently pastors or teachers in some school or college. Their expenses are paid by the society. The course on preparation for marriage is not given in every assembly, but some social education course is offered in practically every assembly each summer. The director of the Division of Social Education and Young People's Work of the American Baptist Publishing Society

says that most of the large denominations are doing approximately this same type of work.

#### PROTESTANT EPISCOPAL CHURCH

The Protestant Episcopal Church has recently undertaken the organization of local family relations institutes for the study of problems pertaining to family life and child development. The National Council of the Protestant Episcopal Church says of this work:

The Department of Social Service has adopted for its major project for the coming year the organization of family relation institutes in the dioceses. These institutes are to be primarily for the clergy and workers with young people's groups. We have limited it to this at the present time, hoping that the diocesan commissions will prepare the clergy and the workers among the young people so that eventually classes in preparation for Christian marriage may be set up in every parish in the country.

We realize, however, that before such classes can be organized a great deal of rather technical information must be given to the clergy which they are not securing at the present time in the seminaries, and concerning which there is at the present time no literature to which they can refer. Such literature, as is at present in print on marriage, deals with it almost entirely from a non-Christian basis, and is largely confined to attacks on the Christian concept of marriage. We are very anxious that these institutes shall be definitely confined to a single purpose; that is, to the building up of the Christian idea of marriage as against popular or neo-pagan ideas.

The topics considered to be most important for study and discussion in these institutes are *Domestic Finances*, *Biology of the Family*, *The Father, Mother and Child Relationship*, and *The Spiritual Nature of the Family*.

It is suggested that the first topic, *Domestic Finances*, be handled either by a teacher of domestic economy or a social worker who has had experience in straightening out families in financial difficulties; the second topic, by a "socially minded doctor who is a devout churchman or by such speakers as the American Social Hygiene Association has

on its staff; *The Father, Mother and Child Relationship* by a psychiatrist or an educational authority who has a mental hygiene background; and the fourth topic, *The Spiritual Nature of the Family*, by "a priest of the church who has himself found happiness in the marriage relationship and who has a strong sense of the sacramental character of human life."

The Episcopal Church is also developing a preschool project in religious education. Deaconess Frances Edwards, director of the Department of Religious Education of the National Council of the Protestant Episcopal Church, describes this activity as follows:

The Preschool Section of the Child Study Commission of this department is concerned with the helping of parents in the spiritual nurture of their children. To this end the members of the section are carrying on two major study enterprises: Observations of Individual Children, and Nursery Class Experimentation.

A number of parents throughout the country are keeping notebooks for the Commission, in which they record, according to a prescribed form, incidents that have a bearing on the religious life of their children—comments or questions concerning God, Jesus, prayer, death, and also significant actions that reveal a growing adjustment to everyday situations. Guided by the findings from a study of these records, a series of program outlines for parents' meetings has been projected, and also a series of informal news-letters for parents.

The cooperation of a few educationally minded parishes and of skilled nursery-school teachers in the community has been secured in order to study what contribution the Church can make through nursery classes to the religious development of its youngest members. (Is there any place for a nursery class in the parish program of religious education? If so, under what conditions?) The work which Miss Agnes Tilson of the Merrill-Palmer School in Detroit is supervising in connection with St. Joseph's Parish is one unit in this experiment, which is to be carried further next year.

Two cards, *Ideals for Christian Parents* and *An Act of Consecration for Christian Parents*, are by-products of the work of the Pre-School Section. A leaflet on *Religion in the Home* and one on *The Church and the Pre-School Child* which are to be published next fall will replace the present publication, *First Steps in the Church*.



## THE METHODIST EPISCOPAL CHURCH, SOUTH

## CORA TRAWICK COURT

The plan for parent education in the Methodist Episcopal Church, South, had its beginnings in the life of the people. Bishop James Atkins crystallized an increasing consciousness of the need for child and adult adjustment in a book, *The Kingdom in the Cradle*. This was widely read and much discussed. It pointed to a new development in religious education, an emphasis which pushed the responsibility for the nurture of the child back into the years before he could enter the church school. In the matrix of the family the father and mother were discovered as most definitely conditioning the child's future satisfactions and social adjustments.

In 1922, at Hot Springs, Arkansas, at the session of the General Conference of the Church, a new paragraph was voted into the Discipline, under the Duties of the General Sunday School Board:

To determine the Sunday School curriculum including special courses for parents, pastors, Sunday School officers and teachers, and Wesley classes and courses for week-day religious instruction correlated with the Sunday School.

In 1926 this paragraph was enlarged to include the determination of "the scope of the work of each department and to provide for the several departments such supervision as it may deem necessary."

Limitation and liberty both have been present in the beginning of parent education in the Church. No other Church has pioneered the way, and there has been no opportunity to sharpen tools by contact. Our plans have changed from year to year.

The Sunday school work is grouped departmentally according to the age of the child and youth. In the General Sunday School Board there is a Committee on Parent Education, the members of which are the various age group superintendents and other specially selected persons. The

general secretary is responsible for the whole. In each conference (there are thirty-seven regional divisions of the church territory), there is a superintendent of Sunday school work, who is primarily responsible. In the local church, the committee on parent education is created with members representing each age group department of that school and some specially selected persons.

The General Sunday School Board holds membership in the Child Study Association of America, the National Congress of Parents and Teachers, and the National Council of Parent Education. From each of these groups the stimulus has been felt of comrades in work; selection has been made from materials created by these groups; in conferences of various kinds, participation has been shared.

The educational task of the General Sunday School Board involves progressive plans for the selection and training of leaders in parent education. This leadership must consider the education of parents as teachers of children and youth, as actual teachers who desire to understand the Sunday school teachers and be understood by them. There are professional and non-professional leaders.

The financial support of parent education comes from several sources. The General Conference makes appropriation to the work of the General Sunday School Board which, in turn, directs certain amounts to each department, including parent education. The training department budget covers expenses of leadership, standard schools, and home courses. The conference superintendent has a budget which pays partly for parent education in his conference. The local church parents' study group is approved by the local board of religious education, and often receives from it money for an excellent library. Individual members often contribute more.

The persons served by the program of parent education are potentially the parents of children who are in the schools of the Methodist Episcopal Church, South. The program develops only as rapidly as the discovery, preparation, and continuance of a teaching force, adequately equipped for this important but exacting service can take place.

## OTHER AGENCIES

JUDITH CLARK

An attempt has been made to collect material illustrative of the work in the education of parents being carried on by certain types of agencies whose purpose is not primarily parent education. This material has been gathered by means of correspondence, personal interviews, and study of the literature. Although the results are representative neither of all such agencies nor of all the work being done by the types of agencies included, they are perhaps useful as a general indication of types, content and methods of parent education carried on by those agencies that fall into the *minor* and *incidental* classifications of the survey.

## FAMILY CASE WORKERS

The following information concerning the work in parent education being done by the family case worker was furnished by the Family Welfare Association of America:

Parent education is so closely interwoven with the fiber of social case work that it would be impossible to separate it and to say that any given proportion of time was devoted to it.

The family case worker is engaged all the time in the strengthening and interpretation of relationships within a family group.

The most significant service of the family case worker in parent education is the interpretation to parents of the causes underlying children's troublesome behavior, and the building up of more intelligent parental attitudes which will change this behavior. The attempt is made in removing the causes of specific behavior difficulties to provide parents with a basis of insight for the bettering of all their relations with their children.

The approach is prompt and immediate in many instances when the case worker discovers a family following some stern and archaic philosophy of child rearing. The case worker endeavors to help the parents develop a more constructive philosophy, in order to prevent destructive resistance to such bondage by the children.

The whole approach of the social case worker is toward the fulfilment of the development of each individual as a person, as a member of a family and as a member of society. Therefore, it may be said that probably one of the most frequent ways in which a case worker is indirectly influencing the development of a more competent parenthood is in individualizing each member of the family group, particularly each child to the parents.

Another problem which the case worker frequently encounters is favoritism toward individual children on the part of mother or father, or both. The case worker constantly works to interpret the situation to the parents in order that they may appreciate the effect of such partiality upon the children.

#### JUVENILE COURTS

The functions of the juvenile court vary in different cities, but generally embrace jurisdiction in all cases for divorce and alimony, in cases of delinquency and dependency of children, in cases contributing to delinquency and dependency of children, and in cases of failure to provide. In addition the court frequently handles cases of crippled children, and administers the mothers' pension fund. Few if any juvenile courts are adequately equipped to give the cases coming before them the care that modern science demands. At least 90 per cent of the courts have no facilities for mental and physical examinations, and in most courts the social investigations are superficial from the point of view of psychology and psychiatry.<sup>1</sup>

<sup>1</sup> *Changing Concepts. A Review of the Work of the Court of Common Pleas, Division of Domestic Relations (the Juvenile Court inclusive) Hamilton County Court, Ohio.* Foreword by Charles W. Hoffman, Judge, Cincinnati, Ohio, 1929.

For these reasons the practice has grown up in the best juvenile courts of utilizing the resources of the city for diagnosis, care, treatment, and rehabilitation. In a well organized court, there is cooperation with local welfare agencies, particularly those under the supervision of the community chest, with hospitals and clinics, and with the public school system. Churches, religious lay organizations, the Boy and Girl Scouts, the Young Men's Christian Association and the Young Women's Christian Association, and the corresponding Jewish organizations are all utilized by the juvenile court, as well as the agencies especially equipped for the handling of children handicapped in various ways.

Modern trends in juvenile court procedure have been admirably stated by Judge Hoffman of the Court of Domestic Relations of Hamilton County, Ohio, in the following words:

It is the judgment and belief of the Juvenile Court that delinquency and crime has its origin in childhood and youth, and that the flow of delinquency into the court can be prevented in a very great measure by community effort and organization. While it is true that the child obtains a fairly clear conception of the ideals of social life in the schools and churches, yet it is certain that the application of those ideals as related to behavior is patterned after the behavior, attitudes and opinions of parents and members of the community in which the child lives. It is therefore a fair inference that the solution of the problems of delinquency is not solely the function of the Juvenile Court, but of all the child-caring agencies of the city and all the members of the community in which we live. . . . There is an insistent demand throughout the country that the problems of domestic life be handled in a less conventional manner than that incident to the ordinary court procedure. In fact, public sentiment seems to be in advance of that of the Bar. The social and legal trend of the times now seems to be in the direction of substituting new social and legal concepts for the old antiquated concepts that have so long remained as obstacles to the rendition of justice in behalf of those who have become enmeshed in the complexities of living and of life.<sup>1</sup>

In view of these new concepts, emphasis gradually is

<sup>1</sup> Ibid., p. 12, 17.

being placed upon the rehabilitation of the child and his family in the home, as against institutional care. Parent education as a means to rehabilitation is recognized in theory, but so far it has been desultory in practice. It has, for the most part, been left to the probation officers, social workers and other home visitors whose training has not emphasized specific preparation for parent education. The best work of this sort seems to have been done with the pension mothers, and to a lesser degree with foster mothers. The education of these two groups in child care and training is described elsewhere in some detail. This evaluation is based upon statements made by the juvenile court workers themselves, found in various publications.

The National Probation Association has said:

Our studies of juvenile court work in various parts of the country show that one of the most serious weaknesses almost everywhere is the failure of probation officers to give anywhere near enough attention to parent education. We are constantly recommending more conferences with parents and visits to homes instead of confining probation work so largely, as it is in some places, to the requiring of children to report to the probation officer.

A brief general description of the work being done in parent education by a juvenile court is given in the following letter from the chief probation officer of the Wayne County Court of Detroit, Michigan:

Our work with delinquents is, of course, individual, each probation officer taking up with the respective parents of the child involved the disciplinary and health problems which are peculiar to the particular child. Where special instruction is needed in mental hygiene, the Wayne County Clinic for child study is called upon; and, where intensive work in the way of training for home making is desirable, particularly in the case of the motherless girl, the Visiting Housekeepers' Association is called upon. In the work with parents of neglected children we have established a special department to train the parents in the re-establishment of their homes. In this work our probation officers give every kind of instruction required; special emphasis is laid upon the handling of disciplinary problems, although in many cases it is necessary for our workers to teach the preparation

of formulae for babies, proper foods for older children and the handling of the family income. This is a piece of work which, as far as I know, is peculiar to this court, having been started in 1920 by private gifts; it has proved so successful that it has been taken over by the county and increased from one worker to five, with a supervisor, since that time. At first this work was limited to parents with mental handicaps, but it has been extended to all cases where it is apparent to the judge that there are social assets which warrant an effort to rebuild the family. Our work with the parents of dependent children is confined entirely to our Mothers' Pension Department, where the probation officer is supposed to take the place of the father in advising the mother regarding all questions of discipline, social needs, the handling of the family income, and the solving of health problems.

In addition, the Wayne County Court cooperates with the Merrill-Palmer School in work with foreign mothers which includes parent education as part of an Americanization program.

In Pontiac, Michigan, the Friend of the Court in all divorce cases where there are minor children makes a full investigation of the conditions affecting those children and supervises the expenditure of the alimony awarded them in case of a decree. Judge Covert of Pontiac describes this work as follows:

In addition to collecting alimony, we have since 1925 supervised the children in divorce cases. They number about 2,000 at present, and we have two women who devote their entire time to this work, and another woman who devotes part of her time. Of course, in many instances no supervision is necessary because the parents are people of high type and entirely qualified to care properly for their children. In other cases, however, the supervision consists of frequent personal visits of the worker to the home, where she talks with the mother or whoever has charge of the children, and observes the condition of the home and the appearance of the children. She also talks with the children, not in the way of cross-examination, but in a friendly way, so as to gain information without in any way disturbing the child. She visits the schools and looks up the school record of the child and pays particular attention to the condition of its health.

In many instances we have found it necessary or advisable, at least, to have children submitted to minor surgical operations, such

as tonsils and adenoids, some dental care and correction of physical defects. This work is sometimes done by the family doctor or dentist, and where means are not available the children are cared for by some of the public charities.

The worker looks after the spiritual and moral training of the children by attempting to secure proper home training and by securing help from the churches and Sunday schools. An effort is also made to affiliate the children with the boy and girl scout organizations, the Y. M. C. A. and the Y. W. C. A., and every agency whose purpose is character building and the spiritual and moral training of children.

For a number of years we have been sending fair-sized groups of boys and girls to summer camps where they can receive both recreation and proper training.

Our experience in the past few years has led us to believe that there are at least three predominant features in divorce cases, and these have been so marked as to challenge our attention. They are: first, poverty; second, lack of education; and, third, absence of moral and religious training.

We have been led to believe that these three things have a decided bearing upon the divorce question; therefore, in our supervisory work we are endeavoring to equip the children in so far as possible that they may not suffer the results of these evils. This has been done by the collecting of alimony (so-called) for the support of the children, in order that they may have proper housing, food, clothing, sound bodies, and good health. We see to it that they remain in a school as long as possible, and the courts for the last three or four years have been extending the period during which the father pays for the support of his children in many instances until the child reaches the age of eighteen years, so that the child may not only complete the eighth grade, but perhaps do considerable work in high school.

Our purpose in doing this is, of course, to raise the intellectual and educational qualifications of the children. We have attempted to cure the lack of spiritual and moral training in the manner indicated, and have reason to believe that our efforts have not been without a fair measure of success. However, we are still giving the questions involved careful study with a hope of materially improving our efforts along these lines.

Although the work in parent education carried on by Dr. Miriam Van Waters, Referee of the Juvenile Court of Los Angeles, is well known, brief mention should be made of it here.



Her study groups are conducted according to accepted practices in parent education, as a means of preventing delinquency by interpreting to the public the functions of the court and the responsibility of the community to the delinquent. Her two books, *Youth in Conflict* and *Parents on Probation*<sup>1</sup> present the causes of delinquency, its development, and the responsibility of parents for intelligent understanding of their children as revealed in juvenile-court work. The Los Angeles Juvenile Court also conducts a research department in family relationships, working on such problems as antagonism, adolescent leadership, child custody cases, and sexual promiscuity among young girls.

#### MOTHERS' COMPENSATION

The amount of parent education informally carried on in connection with the administration of mothers' pension funds is dependent upon the funds at the command of the administrative bureau and the progress of the individual state in the practice of social relief. Since this work is under different government departments, in different localities, the board of public welfare, or the juvenile court and so forth, a consistent policy cannot be expected.

However, it is safe to say that, either through individual or group instruction, the mothers receiving the pensions are taught some of the elementary principles of nutrition, hygiene, and the management of finances. Also, whenever necessary, they must attend Americanization classes. In some places special education is furnished in home management, child guidance, and mental hygiene. This instruction is given individually by experts, to groups of mothers called together for recreation, and to parent teacher groups.

Denver County, Colorado, has for ten years had a group organization which now divides itself into small groups of from twenty to twenty-five members. Each group carries a definite schedule of study throughout a four months' period. The classes held during 1929 to 1930 made a study of the

<sup>1</sup> See Bibliography.

family budget; the legal rights and responsibilities of parents, with particular emphasis on school relationships and mental hygiene. At other times there have been classes in health education, vocational guidance, recreational facilities of the community, cooking, and sewing.

The Department of Social Welfare of the State of New York reports the following activities:

We feel that the whole scheme of mothers' allowance is a move in the direction of parent education in that we try to have the mothers understand what the board is and what it stands for and what are the best ways of spending money, training children, etc. We urge that every board have school reports for all of the children receiving allowances, which show special attitudes and personality traits as well as any physical difficulties. Most of the boards also have the mothers send in monthly reports of expenditures and income, which are reviewed by the board members or the workers, and the questionable items or the items that seem extravagant and ill-chosen are taken up later with the mothers. Only two counties in the state have special workers in domestic education; namely, Erie and Westchester counties. In four of the counties some effort has been made toward education for alien mothers through home classes or night school classes, as in Erie, Oneida, Monroe, and Broome counties, although other counties require attendance at night school in special cases. Last year in Monroe County, in cooperation with the Home Bureau, a number of allowance mothers had instruction in child guidance and mental hygiene.

Parent education for mothers' aid cases is sometimes emphasized through the cooperation of other state departments. In cities and towns where a trained visitor for these cases is employed the mothers are referred to these other agencies for needed help: the non-English speaking mother is encouraged to join an Americanization class; the expectant mother is referred to a prenatal clinic; the mother with a young baby is sent to a well baby clinic to learn how to take care of her child; the mother of a difficult child is taken to the habit clinic; the mother of an undernourished or a tubercular child is sent to a tubercular clinic and to a health center where she is taught how to feed or care for her deli-

cate child; mothers are taught how to cook nourishing food, how to make over clothing, how to improve their house-keeping, and to use the school centers, branch libraries and playground facilities. In short, the trained visitor teaches the mother to avail herself of the various kinds of instruction which the community provides.

In the State of Massachusetts the following departments cooperate in the education of these mothers: Adult Alien Education; Division of Vocational Education; Division of the Blind; Division of Tuberculosis; State Cancer Commission; State Infirmary for Venereal Diseases; The Walter E. Fernald School for the Feeble Minded; Division of Immigration; and the State Department of Agriculture County Extension Work. The various habit clinics and diagnostic clinics, and especially the Judge Baker Foundation, have cooperated, furnishing follow-up work in the home by psychiatric social workers.

The Juvenile Court of Hamilton County, Ohio (Cincinnati), sponsors discussion groups in child care and training for pension mothers. These groups are described by Ruth M. Jones, Director of Mothers' Pensions, in the following words:<sup>1</sup>

Last year six discussion groups were organized by the Mothers' Training Center Association of Cincinnati, for mothers receiving the allowance who had children eight years of age or younger. Mrs. Oelson, of the faculty of the School of Household Administration, Child Care and Training Department of the University of Cincinnati led these discussions. The groups were organized in October and held monthly meetings for eight consecutive months. One hundred and seventy-seven mothers (150 white, and 27 colored) were enrolled. The meetings consisted of a short talk on child care and training followed by a discussion with the mothers concerning the problems of their own children. A short period of recreation followed and refreshments were served. The interest evinced by the mothers in these classes has exceeded the expectation of the Mother's Pension Department. Advice given the mothers regarding the behavior of

<sup>1</sup> *Changing Concepts. A Review of the work of the Court of Common Pleas (the Juvenile Court inclusive) Hamilton County, Ohio.* Cincinnati, Ohio, 1929, p. 71.

some of their children prevented the development of juvenile delinquency. Such instruction of mothers with small children is probably the most fundamental piece of work ever undertaken with our clients.

One of the difficulties in providing parent education for these families is the lack of paid home visitors on the staff. Where such professional workers are employed the amount of parent education is more significant.

Although the administrators of mothers' pension funds are themselves aware of the limitations of their work in parent education, they nevertheless appreciate the need of assistance to the homes of children deprived of their father. This attitude is expressed as follows in a report of the New York Commission of Relief to Widowed Mothers:<sup>1</sup>

The normal development of childhood is one of the main functions of government. The best education requires a proper home training, and it thereby becomes the duty of the state to conserve the home as its most valuable asset whenever factors other than improper guardianship threaten its destruction.

#### CHILDREN'S AID SOCIETIES

The following letter from the Children's Aid Society of Pennsylvania, describes the methods for the education of foster parents in use by that society:

In our own agency we are throwing great stress upon the study of a child's own home in an effort to help the parents make such adjustments as would make it possible for the child to find a developing experience in his own home. We have in our agency a department which we call Reception or Study Department, which does make a careful study of all the homes of the children who have been sent to us for foster home placements. If through this study we come to the conclusion that long-time family care is needed, we then transfer the patient, with the permission of the family, to the Family Society. In other words, we ourselves do not undertake long-time care of children in their own homes. . . .

As to the training given our foster parents, it is through the tutorial method, namely the relationship which exists between foster parent and the case worker—the medium through which the growth

<sup>1</sup> Ibid., p. 60.

and development of foster parents takes place. We have tried one or two foster home groups, and are feeling our way in regard to this kind of experience. We are increasingly convinced that intellectual grasping of mental hygiene concepts has very little to do with the actual change and growth which takes place in foster parents. In conjunction with our contacts with foster parents we have used such a book as Karl de Schweinitz's *Growing Up* quite effectively, but few books are as good as this one, lend themselves to a real emotional experience as easily.

A further description of modern principles and methods of children's aid is provided in the following letter from the Children's Aid Society of Buffalo, New York:

Our Investigation Department works with families reported for the neglect of their children, with children referred by the schools because of behavior difficulties, and with various other situations involving children in their own homes. We believe it is our job to use every available resource in the families, in the community, and in our own organization to interpret the parents and children to each other and to bring about adjustments which will prevent the separation of the children from their parents. In this connection we have the assistance of our own medical and psychological clinics.

Frequently in neglect situations our psychologist will examine the mother to determine whether she is educable or if we are expecting too much when we try to train her to understand her child and carry her housekeeping responsibilities. The head of our Psychological Department frequently sees such mothers more than once and co-operates closely with the case workers.

One of our private family societies, and one of our public ones, have domestic educators on their staffs; and in certain cases where the neglect has not been wilful we have been able to transfer to those societies our families needing special training.

Our Child-Placing Department has done more intensive work along this line than has been possible in the Investigation Department. The number of cases per worker is limited and the chief aim is toward the rehabilitation of the child's own family.

For several years Cornell University in cooperation with the Erie County Home Bureau has given a course of lectures under the direction of Dr. Marguerite Wilker. These lectures have pertained to the care and training of the child of pre-school age. Each year at least one of our visitors attends the course as an observer and we have made it possible for some of our foster mothers to join the group.

Our workers and foster mothers have discussed the results at our foster mothers' meetings which we hold about four times a year.

Some of the subjects discussed at general foster mothers' meetings have been diet, adolescent boys, religious training, and recreation, and have been led by our psychologists, our physicians, a member of the faculty of the State Teachers College and by our own workers.

We have made it possible through our Christmas Fund to send to some of the foster mothers subscriptions to the magazine called *Parents*. We also have a circulating library for foster mothers which contains such books as *Table Talk in the Home*, *The Job of Being a Dad*, poetry, bird books, several books regarding the care of infants, a child's cook book, and books of Angelo Patri, Dorothy Canfield Fisher's *Mothers and Children*, and so forth.

We frequently mail suggestions and ideas regarding child care when we send the board checks. We also have published a foster mothers' bulletin. The material published in this bulletin is written by the foster parents. We also supply them with copies of the U. S. Children's Bureau publications and other pamphlets that we secure from the Metropolitan Life Insurance Company and elsewhere.

We believe that the education of the parents is chiefly the responsibility of the individual workers, and that we are therefore obligated to provide our workers with time for special courses, special staff meeting speakers on subjects related to child care, and other opportunities for such education.

#### VISITING TEACHERS

The visiting teacher movement was inaugurated in 1906-1907. In some cities the work was supported by private organizations while in others it was introduced directly by the board of education. At present, twenty-nine cities in fifteen states have visiting teachers, and in all but four of these cities the work is part of the public school system.

The original motivation of the work of the visiting teacher was the prevention of delinquency. Therefore, she is primarily concerned with the problem child, although as much effort and time as she can spare are devoted to preventive measures for the adjustment of all children in school.

The symptoms of maladjustment which direct the attention of the visiting teacher to specific children are school dissatisfactions, poor school work, indifference, persistently

troublesome or erratic behavior, undesirable companions or unwholesome interests, apparent neglect and unfavorable environment predisposing to delinquency. The visiting teacher studies the child and his environment in an effort to discover the underlying causes of his maladjustment; and by bringing about an understanding of the child's personality and difficulties on the part of the child himself, the members of his family, and the school, she works toward a wholesome readjustment. Part of her work is directed toward the interpretation of the school and the home to each other.

In the solution of the various problems which come to her attention, the visiting teacher works in cooperation with the many social organizations of the community: family agencies, employment bureaus, nurseries, child protective associations, probation officers and Big Brothers, recreation and playgrounds, libraries, settlement clubs, medical and psychological clinics.

The visiting teacher brings to her work a background of education and training in teaching and social work. She is expected to have had special training in, or to have made a special study of, social case work, child welfare, community organization, mental hygiene, tests and measurements, nutrition and health, and visiting teacher work. Additional courses in the background of social work, industrial problems, statistical methods, and in educational philosophy and procedure are recommended. It is desirable that she have a wholesome and attractive personality with a balanced outlook on life, an intelligent and whole-hearted interest in the problems of human adjustments, and a high degree of tact.

The parent education carried on by the visiting teacher is informal and individualized in nature. Jane F. Culbert, Secretary of the National Committee on Visiting Teachers, has described this part of the visiting teacher's work in the following words:<sup>1</sup>

A large part of the visiting teacher's day is spent in calling at the

<sup>1</sup> Culbert, Jane F. *The Visiting Teacher*. Commonwealth Fund, New York, 1927.

homes of the children. Sometimes the visits are made during school hours to talk over serious problems with the mother when she is alone and comparatively undisturbed, especially such problems as might involve criticism of the family's attitude toward the child or the school. Other times, the visits are made after school so that matters may be "talked out" with mother and child and, again, at night on holidays, to find working parents or the whole family at home.

In the homes the visiting teacher frequently assumes the rôle of interpreter, explaining away misunderstanding about school requirements, interpreting the school's aims and demands and the child's needs. When these are realized, the parents give their cooperation to the school with a quickened sense of responsibility and a clearer vision of their duty. Many times the visiting teacher finds herself faced with the task of giving in the simplest possible form, lessons in habit formation and child psychology. She has frequently to interpret to the children the attitude of their conservative parents.

Howard W. Nudd, Chairman of the National Committee on Visiting Teachers, has also said:<sup>1</sup>

Many times, the adjustment lies in the home. A change in diet or in hours of sleeping may be desirable, or perhaps a shifting of hours for certain chores, a lightening of housework, a cessation of illegal occupations, the correction of conditions which make for immorality, a change in attitude toward the child or in methods of discipline, or an increased interest in his success or failure at school.

#### PUBLIC HEALTH ORGANIZATIONS AND INSTITUTIONS

Because time prohibited a country-wide survey of the public health organizations and institutions to obtain information about their activities in parent education, the American Public Health Association was asked to summarize such activities on the basis of data accessible to them. Their reply follows:

The American Public Health Association has had an opportunity to find out in a general way what is being done, or more often not being done, along the line of inquiry, through the few state surveys which have been made, and the considerable number of urban and

<sup>1</sup> Nudd, Howard W. *The Purpose and Scope of Visiting Teacher Work*. New York, The National Committee on Visiting Teachers, 1925.



rural surveys, as well as through questionnaires which have been sent out by it from time to time. Recently, through the United States Chamber of Commerce Health Conservation Contest, information on health education was obtained from 108 cities, which represented nearly 12.5 per cent of the total population of the United States and about 30 per cent of the urban population.

It is rather disappointing to find from all the above sources that parent education as a special entity does not usually occupy a place in the publicity program.

Practically every state, organized county, and municipal health department, however, does do something in parent education through preparing and distributing literature, through newspaper publicity, and through lectures, conferences, films, etc.

Recent surveys have shown that in general, through these means, health departments and communities score about 50 per cent of what would be a reasonable obtainable score, if popular adult health instruction were adequately organized and functioned satisfactorily.

In some states definite arrangements are made to reach the parents through an educational program confined to certain subjects, such as venereal disease control or maternity hygiene. For example, in the state of Michigan there is a very influential group organized to give information on the former of these two problems, the group consisting of the state department of health, the state medical society, the state university, and the department of public instruction. In the same state the state health department, through its child hygiene division, organizes and gives instruction to mothers through its classes for mothers at different centers in the state.

In a state like Ohio, dependence for the education of parents on health matters is placed largely on the organized county health departments, while the state prepares literature and keeps constantly employed lecturers (as is also done in Michigan and in other states) who visit different centers and from time to time address parent groups.

Much of the health education work for parents is done by voluntary associations or organizations cooperating with the health departments. The tuberculosis associations and visiting nurse associations do a great deal of such work, and in some states, like Massachusetts, the tuberculosis association regards its work as wholly educational. The parent teacher association has recently become one of the largest factors in educational health programs and has cooperated with health departments. In cities, this association is now doing a tremendous

amount of work, not only by providing speakers, but by actually establishing instructional courses. Other organizations, like the Red Cross, the Young Men's Christian Association and the Young Women's Christian Association also provides similar courses, but they are generally not so definitely designed for the parent as those arranged by the parent teacher association. Women's clubs (the women's federated clubs and others) through their health committees. These are in many places, either independently or in cooperation with other groups, aiding in educational health programs for the parent. In a city like Portland, Oregon, the City Club (a men's club) has a very active health committee which regularly puts on programs for the education of the parent in health matters.

The experience of the American Public Health Association is that the health departments as a whole have not taken seriously the matter of parent health education. Much of the work done is desultory, and is usually somewhat superficial, with no very well thought out program and with little provision for making what is done give the greatest benefit by some definite plan for follow-up. The percentage of people reached (exclusive of newspaper publicity) is generally small. In the states and larger municipal health departments the personnel doing the work is usually fairly well qualified, but the few people assigned to the work, and the vastness of the task, often means that their voice is like the voice of one crying in the wilderness.

#### PUBLIC HEALTH NURSING

In order to obtain an authoritative discussion of the contribution of the nursing profession to the education of the family, information was sought from the National Organization for Public Health Nursing. The following letter discusses the present situation. It may be deduced from this report that, although an organized program of family education is not one of the established activities of the association, nevertheless the public health nurse is making a substantial contribution to family education, preeminently through the home visitors.

The National Organization for Public Health Nursing has a certain familiarity with the prevailing practice among local organizations through its surveys, statistical studies, correspondence and

field contacts. We have, however, made no country-wide statistical study of the program and content of work in local organizations and so have no complete data covering this point. Our answer therefore, must be more or less in the form of an opinion based in part on certain limited statistical studies, but in the main on less exact information. However, we think we can give a fairly accurate estimate of the trend.

So far as we know, no local public health nursing organizations have set up a division of work pertaining solely to parent education and no local organization treats this phase of its work as a distinct program. However, many organizations in the course of their regular work are constantly advising, guiding and instructing parents. This instruction and advice is given in connection with three different types of activity.

The first type takes the form of classes in prenatal and child hygiene for mothers and fathers, of little mothers' clubs for school girls and of home hygiene and home nursing classes for both mothers and prospective mothers. The subject matter of these classes usually relates almost entirely to the physical care of the child, the establishment of health habits, simple phases of food selection and balanced dietary, safety measures to some extent, and simple home nursing and first aid procedures.

Statistical evidence of the extent of this group education is for the most part lacking. A study made by our organization in 1927 gives a fairly reliable index, however. A questionnaire was sent at that time to a selected list of health departments and public health nursing associations to ascertain what care the agencies themselves were providing for children of the preschool age. Replies were received from 148, which is a 52 per cent return. These returns give information on the care provided for the preschool child in 111 cities or towns, and thirteen counties in addition. These cities and counties are located in thirty different states.

The agencies holding clubs or classes relating to the care of children of the preschool age and the type of club or class follow:

CLUB OR CLASS	Total	NUMBER OF AGENCIES	
		Health department	Public health nursing associations
Total.....	20	7	13
Mothers' club.....	19	7	12
Preschool child study club.....	8	3	5
Other clubs or classes.....	3	0	3

Out of 148 public health nursing agencies, twenty were holding clubs or classes relating to the care of preschool children. From these data, which are presumably fairly typical of the general practice throughout the country, the inescapable conclusion is drawn that group education of a more or less formal character is undertaken by only a small fraction of public health nursing organizations.

The second type of parental education is that associated with child health clinics and conferences. Here instruction of a more individual character is given by both doctors and nurses, and being more personal in character, it is often, we believe, of far greater practical value to the parent.

The number of agencies out of the 148 studied which were providing service for the preschool child, including child health conferences and clinics follow:

SERVICES PROVIDED FOR THE CARE OF THE PRESCHOOL CHILD  
BY 148 AGENCIES

SERVICE	Total	AGENCIES	
		Health department	Public health nursing association
Total.....	88	30	58
Child health conference.....	88	30	58
Medical clinic for sick children.....	21	14	7
Dental clinic.....	30	16	14
Habit clinic.....	6	3	3
Clubs or classes.....	20	7	13
Nursing care in the home.....	54	4	50

From these data the conclusion may be drawn that perhaps four-sevenths of the public health nursing agencies throughout the country are engaged in conducting clinics or conferences or both for preschool children at which more or less personal instruction in child care is given to parents.

As this study relates only to the preschool child between the ages of two and six, it does not indicate the total extent of group or individual instruction for the entire age period covered by the White House Conference. In fact, the preschool group is admittedly the most neglected group in public health nursing practice. Were data available for the infant group and school-age group, we might safely assume that they would show a much larger volume of work in both group education and individual instruction of parents in connection with clinics and conferences.

The data for the conduct of Red Cross classes in Home Hygiene

and Care of the Sick may be some indication of this wider practice. During the fiscal year July 1, 1928, to June 30, 1929, 779 public health nurses were authorized by the Red Cross to conduct these classes and held 2,870 classes. The average class has an enrolment of 18.7.

By far the largest contribution to this field made by public health nurses is not in any special or formal program of parental education, but comes under the third type, that is, personal consultation and instruction and advice given by the nurse as a routine part of her home visiting. In these consultations, which are so much a part of her daily work as to be taken for granted and their significance greatly underestimated, she is able to go into great detail about the care of the children, their physical condition, their environment, habits and behavior in terms of the individual family circumstances. Moreover, she gives advice and instruction, not once, but over and over in repeated visits.

Out of 113 public health nursing agencies studied by the National Organization for Public Health Nursing, 86 were giving such home instruction with reference to infant hygiene, 83 with reference to the health of the preschool child and 47 with reference to the health of the school child. As there are between 3,000 and 4,000 agencies in the country employing public health nurses, these percentages, which we may assume are characteristic of the practice throughout the country, would indicate that a tremendous volume of personal instruction is being given by public health nurses to mothers in all parts of the United States.

It is undoubtedly in this particular respect that the public health nurse is making her greatest contribution and we believe it is indeed a very substantial one.

The contribution which might be made by the many thousands of general practitioners of nursing, known as private duty nurses, through their intimate and oftentimes prolonged service in a family has not as yet been recognized in their professional preparation. It would seem that in the basic course in every school of nursing there should be included that content concerning child health and its maintenance essential for the professional nurse whose function gives her so strategic an opportunity to aid parents in the instruction and guidance of their children.

## YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The work done by the Young Women's Christian Association should properly be classed as preparental education, although the organization has some married women and mothers in its membership; and also trains women in child and adolescent psychology for leadership of younger groups. The national organization is much interested in personality adjustment and the furthering of the satisfactions of family life, and has devoted a great deal of effort to the development of scientifically sound materials and methods for the furthering of such education in its local branches.

The Girl Reserve department has a program designed to equip young women for wholesome adjustments in all phases of personal life. This department reports:

Because the girl reserve department has within its constituency both adults and girls, its work includes parent education as well as preparation for parenthood. The ultimate purpose of all its work with all ages is to bring about "fullness of life" for each individual. All of the work along the line of specialized interests is done with the hope of developing within the individual such a sense of values that she will be able to make wise choices.

The values that go into the making of a home form one of the important program emphases. Materials for discussion groups based upon practical experience with such groups are furnished local leaders as guides in the carrying on of this work. Such discussions are considered to have value in helping bring about the best relationships in the home at the present time, and also have an effect on the girl's thinking about her future home. The materials of the National Committee are used, and summer conferences held in all parts of the country. Social gatherings, such as suppers and teas, are also used to bring about better understanding between girls and parents. The giving of teas and the cooking and serving of suppers give girls the opportunity to practice the hostess responsibilities that are a part of home making. Through out-of-door cooking, girls learn in an enjoyable way how to prepare simple dishes and what constitutes a balanced diet.

Right relationships between boys and girls is another important emphasis. There is frank facing of the elements that constitute whole-

some relationships between the sexes. Informational material on sex, and individual and group counsel on questions of relationships with boys are used. A conviction of the value of normal relations with boys means that girl reserves share with groups of boys many activities, such as parties, dances, hikes, discussion and forums, dramatics, money-raising projects, etc.

Vocational guidance work, of course, includes home making as one of the vocations for girls. The development of attitudes and the acquisition of knowledge of different subjects that go into preparation for that vocation are a part of the program: joint responsibility of husband and wife; respect of personality; division of income; thrift; need for sense of beauty and order—interior decorating; care of children; direction of play activities for younger children.

Other activities which are indirectly a preparation for parenthood include:

The building of habits of cleanliness, wise eating, out-of-door exercise, good posture, regular rest; recreation that is a renewal of the body and spirit; periodic health examinations; the importance of hygiene and sanitation; the attitude that "the body is the temple of the soul." Sewing; cooking; craft work, articles for individual as well as home use.

The training of adults who are leaders of girl reserve groups includes: understanding of conditions which bring about greater freedom between the sexes and the resulting necessity for girls to develop within themselves bases for making decisions; attitudes toward work and marriage; knowledge of the elements in the hetero-sexual adjustments of girls and of activities that are of help to girls in making these adjustments. Recognition of the value of skills and appreciations which enrich personality—knowledge and appreciation of good music; participation in dramatic productions; taking charge of and participating in social events; learning what to read and how to enjoy reading; developing good taste in dress and personal appearance; acquiring good manners. The constructive use of information on social and personal hygiene.

The department of immigration and foreign communities reports the work which the International Institutes do in parent education as follows:

International Institutes have on their staffs nationality secretaries speaking the languages of the immigrant, as well as American secretaries. They approach immigrant families both on the case work and

group work basis. In other words, they render service to individuals, they help in the formation and leadership of clubs, and they aid nationality communities in the organizing of community-wide events which give opportunity both for creative expression of nationality interests and for participation in the wider life of the American community. Therefore, it follows that the International Institutes have many opportunities for service in the field of parental education.

The International Institutes feel that three phases of their work might properly be classed under the caption "parental education": first, their case work service in cases involving domestic adjustments, particularly adjustments which have to be made between parents and children; second, their club program for mothers' clubs, and; third, their club program for girls either foreign born or American born of foreign parentage, which tends to create attitudes and impart information intended eventually to make these girls better parents.

Since the programs of mothers' clubs are most obviously expressions of an interest in parental education, we would like to begin with them. In many International Institute clubs for foreign-born mothers, nationality secretaries are leading discussions in habit formation, home discipline, principles of hygiene, etc. This work is being done largely in cooperation with mental hygiene societies, or with organizations like the Child Study Association of America. Inasmuch as these discussions are carried on in the mother's own language, we believe that much more can be done by International Institutes than by agencies which use the medium of English only. The Institutes are cooperating with the National Committee for Mental Hygiene, for example, in distributing their excellent leaflets in Italian on habit formation.

The National Board of the association has published a series of booklets in various languages on such subjects as *Care of the Baby*, *The Kindergarten*, *Simple Principles of Hygiene*. The distribution of these booklets, together with supplementary explanations, has been one part of our work in the field of parental education.

Valuable as discussions in mothers' clubs may be, we feel that often the advice of nationality workers in concrete situations and on specific cases may be even more helpful. They are constantly explaining to a given immigrant mother better ways of caring for her child. The worker cooperates with visiting nurses associations and clinics in bringing to the mother's attention ways of giving better physical care to the child and she cooperates with mental hygiene societies in interpreting in a given case some of the principles of mental hygiene.



Most sympathetically the nationality secretary tries to lessen the conflict between foreign fathers and mothers and their American-born children.

In club programs for American-born girls of foreign parentage the International Institutes are giving these girls social satisfactions, education and richness of life which will make them better adjusted girls in the community, and hence persons who will be more likely to become sympathetic and understanding parents—in other words, persons who can more easily understand the concepts of the new parental education movement than their mothers ever could. It is for this reason that we believe it is not amiss to mention the part of the International Institute program which is largely recreational and only indirectly concerned with parental education, especially since this part of the program also contributes to the lessening of conflicts between first and second generation Americans. This lessening of conflicts is largely done by winning the confidence of parents, by giving the parents a community program which provides for them adequate social satisfaction, and hence makes them less likely to seek a sense of security in dependence on authoritative patterns, as well as by giving the girls a club program of creative activities.

In planning programs for the girls an effort is made to enlist the cooperation of the parents to show them that the program is one which stresses the cultural contributions of the nationality group, and acts as a bridge to a certain extent between the first and second generations. We realize that this is not primarily parental education work, but we are sure that it has decided mental health implications, and that it will make the task of parental education somewhat simpler when these girls marry and have homes of their own . . . There are fifty-five International Institutes throughout the United States. In these institutes there are 617 clubs with a total enrolment of 124,739, some of them mothers' clubs organized on a nationality basis, and some of them clubs for their daughters organized either on a nationality or an international basis.

#### WOMAN'S CHRISTIAN TEMPERANCE UNION

Practically since its organization in 1874, the National Woman's Christian Temperance Union has interested itself in child welfare. In 1919 the organization placed its child welfare work in the care of a full-time director of a depart-

ment of child welfare, and inaugurated a definite program based upon the principle that to every child belongs the right:

To be well born  
To be educated  
To be protected from child labor  
To be morally safeguarded  
To be spiritually trained.

In addition to the parent education which is incidental to a far-reaching program of child welfare, the organization sponsors child study groups. The study course consists of sixteen outlined programs based on the book, *Everyday Problems of the Everyday Child*, by Dr. Douglas A. Thom. A reading list is also furnished. Each of the 10,000 local unions is expected to appoint a director of child welfare under whose guidance all of the child welfare work, including mothers' meetings and child study courses, is carried on. The qualifications of these directors are not definitely known, but it is said that many of them are married women with professional training in education and allied subjects.

The National Woman's Christian Temperance Union supports a special lecturer on child welfare and sponsors lectures and conferences on pertinent subjects at Chautauqua, New York.

The World's Woman's Christian Temperance Union, in which more than fifty countries are affiliated, has a department of child welfare under whose direction the five point child welfare program is being carried forward in many of these countries.

In its published program for 1930, the National Woman's Christian Temperance Union stated:

The education of mothers in child guidance, the necessity of spiritual training for the child through mothers' meetings and child study classes with the use of our literature, the enrolling of White Ribbon Recruits to make prohibition safe for the future, the Big Sister Plan, poster contests, exhibits and story hours are the specific plans which the local unions will choose for their activities.

We shall cooperate with other groups seeking to uplift child life,

in the observance of Child Health Day, helping to secure uniform child labor laws, the protection of Maternity and Infancy, the enactment of progressive kindergarten laws.

In every possible way will we aid in the promotion of child health and protection.

The department of child welfare, in its plan of work for 1930, offered the following suggestions to local unions for parent education work:

### *Mothers' Meetings and White Ribbon Recruits*

Through mothers' meetings a great opportunity is offered to reach every mother in the community. Invite the prospective mothers, the young mothers and the mothers of children of preschool age. The preschool child needs especial attention and the mothers should have the instruction necessary that they may better fit and prepare their children for life through the establishment of proper habits and by correction of any defects during this most important period. The knowledge of the prenatal effects of alcohol should be made available to all mothers.

Invite these mothers to belong to our great organization of "Mother-love."

Dedicate the babies as White Ribbon Recruits. These are children up to six years of age whose mothers have promised to teach them the principles of total abstinence and purity. Directors should ALWAYS be prepared with ribbon and cards for this especial service. A meeting may be appointed for this service. It will honor the mothers and emphasize this very important part of our work.

Each local union should have a White Ribbon Recruit Record Book in which to keep a complete record, so that necessary follow-up work may be done—the sending of cards and literature, and making calls.

### *Child Study Classes*

These may be held regularly aside from the scheduled meetings and be composed of groups of young mothers or older mothers or women interested in the welfare of the child. A study course is compiled consisting of sixteen outline programs on the book, *Everyday Problems of the Everyday Child*, by Dr. Douglas A. Thom. These can be obtained from the National Director. The outlines may be used consecutively or separately as programs, if desired. Every phase

of our five-pointed program is covered. A reading list is also selected containing books to read and for reference.

### *Child Welfare Exhibits*

Each state director may prepare an exhibit to be loaned for use throughout the state to be placed in windows, displayed at local meetings, conventions, institutes, state and county fairs and at many large meetings of other organizations. The posters of our department are always used as a foundation, with other posters secured from our National Publishing House for such exhibits. The national director will gladly advise and help in securing posters. Local unions will add to the exhibit the layette, the comfort kit, and a screened bed, baby's tray, and any other article that administers to babies' health and comfort.



## METHODS



## METHODS

### GENERAL DISCUSSION

FLORA M. THURSTON

**I**N any educational venture, method and content must be jointly conceived.<sup>1</sup> In no field is this more important than in parent education, because herein the experience of the parent becomes an important source of subject matter. Knowledge arises from experience and in turn is utilized to enrich and improve further experience. In order to discuss the method of parent education, one must become aware of the experiences parents are undergoing, not only in the study group or the consultation office, but at home and in the community as well. No treatise on method, therefore, can be revealing if it merely describes the situations under which parents are seeking education in terms of lectures, discussions, radio talks and individual consultations. It must attempt, at least, to become aware of and describe, if possible, the processes which go on within the parent while he is experiencing a multitude of feelings and ideas from the educational stimulation of his environment.

It can hardly be assumed that a parent learns facts most significantly from lectures, assuming that lectures are given primarily to dispense them, or that they undergo changes in attitude or release of emotional tension most often in a discussion group, or that the most profound changes in attitude and behavior can be accomplished best in an individual

<sup>1</sup> It was the recommendation of the subcommittee on Types of Parent Education that some of the points of view on the subject of method which were expressed at the Biennial Conference of the National Council of Parent Education should be included in this chapter. The author has attempted here to add to her own convictions those expressed by the following participants in the Biennial Conference: E. C. Lindeman, Helen Bott, Marian B. Nicholson, and Ruth Brickner.



consultation. From the standpoint of the parent, the accumulation of information and emotional shifts may go on in all or in none of them. The term *method* must be made to convey the means by which the parent learns in terms of what he is experiencing, in addition to the way the leader of parents deports himself or the techniques and devices which are used to put parents in touch with educational stimulation. The rôle which content assumes in this experience is that of lighting the way. To know is not the goal, but to experience understanding as a means to wiser living is the continuing purpose of parental education.

Moreover, method and content must be utilized in the light of educational objectives, lest the parent find himself attempting to arrive at ends by means which would never attain those ends. First, the term *educational* should be understood in contrast to *opportunistic*. The one implies fundamental change and growth of insight, the other more or less blind expediency. A person is merely trained when he has learned to perform a specific task, but he needs to be educated to get on in life. For this reason parent education can never be conceived in terms of specific acts or recipes for action. Second, the meaning of an objective should be clear. Ordinarily, an objective suggests something in the future that one is moving toward, but in education an objective must be in terms of adjustment to, or a working relationship with, some aspect of life, here and now, that provides for progressive adjustments extending into the future. It is assumed at the outset that content and method are means, and that the task of parent education is to discover how they can contribute to the achievement of parental goals.

Any educational movement which is directed toward the improvement of a social function such as parenthood must have both personal and social objectives. The education of an individual is a socializing process; thus parent education derives considerable vitality from the fact that it sets out to educate a person in one of the most significant relationships of life. The growth of the parent as a person, in view of his parenthood, therefore, must be central in any phi-

losophy of parent education. In addition, any educational program aims to change the environment as well as the individual. As a means of accomplishing this, it will insist that social institutions shall serve family needs. Out of such an effort will develop widespread facilities for education, service, and the control of community life. This should constitute not only larger opportunities for parental and child guidance and protection, but a thoroughgoing program which anticipates the needs of future parents, namely, the education of youth for home and family life. These two objectives, somewhat divergent as to the problems they entail, and the leadership and methods they will utilize, must be built upon the same philosophy lest in an opportunistic creation of educational facilities, the true education of the parent becomes impossible. It is of first importance, therefore, clearly to envisage the objectives of the movement before attempting to evaluate the methods it employs.

The present situation in parent education indicates that both the education of the parent as a person and the development of facilities for more satisfying family life are being achieved by means of a significant participation by parents themselves. Parents are active not only in stimulating the development of opportunities for their own education, but also in assuming various responsibilities for the organization and conduct of study groups, and the maintenance of relationships with educational institutions and other sources of educational and social aid. This is a unique situation in education, and one which calls for unique methods in the training of its participants. Its techniques must be derived from both pedagogy and sociology, and the success of its leaders will tend to rise or fall in proportion to their ability in these fields.

Considerable clarification of the objectives and methods of parent education comes from comparing them with those of social work. Social work is concerned immediately with a person or a family in need who cannot wait for the slow process of education to be relieved, although this process is used in the subsequent permanent rehabilitation of the indi-

vidual or the family. The individual method must be used, for obviously the needs of no two cases are identical, and the means will be those of physical, economic or mental relief. Parent education, on the other hand, assumes no responsibility for a person in distress, but rather takes the position that those with whom it deals are able to anticipate and avoid any acute situation. It aims to direct the normal day-by-day life of persons who meet similar problems with their children. Its method, therefore, will emphasize the group approach and will encourage the exchange of experiences among parents and the free discussion of common problems.

#### DISCOVERY OF PARENTS' NEEDS

Assuming that the education of the parent himself is the primary task of parent education, and that education must be conceived essentially in terms of adjustment, how may leaders discover what parents need to become adjusted to? If the needs of parents in general or the needs of a particular parent could be determined all at once, there could exist a static relationship between needs and methods which would enable a leader to anticipate the educational experience of parents well ahead of time and to utilize desirable methods in a predetermined order. Actually, the needs of parents emerge as the educative process unfolds, and because they are conditioned by the life history and family relationships of the individual parent, no two sets of parental needs are the same at any time.

Because of this situation, it has been argued that parents cannot be taught successfully in groups, and that more harm than good may result from any method of teaching which does not permit a high degree of individual study and attention. To what extent this is true is not yet known. Suffice it to say that thousands of parents are seeking education by means of groups and that the number is rapidly increasing. The individual approach, however, has been of

inestimable value in discovering some of the fundamental needs of parents. So far as these are needs arising from the functions of parenthood, and are apart from the peculiar needs of maladjusted personality, they may be considered common to many parents and may profitably be examined for their practical value as a basis for group work. On this point, group method will continue to derive much help from the findings of exploration of individual parents' needs.

It must be remembered that persons learn as individuals even in a group situation; and only to the extent that individual needs may be met in a group situation will education by means of groups succeed. A difficulty more apt to arise in group than in individual teaching is an attitude to learning, sometimes acquired by parents, which makes the parent so self-confident in his knowledge that he feels no need for being intelligent.

The difficulty of discovering the real needs of parents continually stands in the way of the use of effective method. What parents say they need may be superficial and apparently quite unrelated to the real need. Because this situation exists more especially during the early stages of a parent's participation, direct questions answered directly by the leader are ineffective as a means of parent education. Even assuming that the parent had expressed a genuine need, a direct answer except in the few cases where factual data are involved, would stultify the process whereby parents exchange and discuss their own experiences, and arrive at a self-considered solution of their own perplexity.

Since experience with individual parents shows that problems with children are frequently the result of some personality maladjustment in the parent, rather than a fundamental need of the child, parent education has attempted to develop methods which will increase the parent's own insight and understanding of himself in relation to his child. To the leader who has ears to hear the parent, in speaking of his child, discloses his own emotions and desires.

## LEADERS' INFLUENCE

In spite of the fact that parents' needs are gradually emergent and cannot be forecast, experienced leaders of parent groups are aware that parents, during their early experience in study groups, have greater need for self-confidence and for objectivity toward their children in group discussion, than after they become accustomed to group procedure. This suggests that techniques which may be used successfully later on are not suitable at the beginning of group work. Thus, the amount of insight a leader utilizes in determining the order of the techniques used and the skill she possesses in keeping them adaptable to needs as they arise are a measure of her quality as a leader.

The determination of method may not be based upon any such understanding of parent needs. It may, and frequently does, depend upon the personality needs and training of the leader. Thus a leader may be impelled to instruct rather than to educate, to discipline, blame, or attempt to reform, the parents she is supposed to lead. She may feel the need of making her group dependent upon her, and too often a leader may harbor an unconscious belief that a child's worst enemy is his parents. In contrast to this is the leader who is free from any urge to see that parents behave in any predetermined way and who is able to cultivate in parents a growing sense of their ability to meet their problems with intelligence and satisfaction.

The specific training of the leader in health education, home economics, psychology, or education, usually determines the subject matter taught and also affects the method. Even among the most wary leaders there is danger of assuming, unconsciously at least, that the subject matter which the leader has to dispense is of the variety most needed by her group of parents. This insistence in the face of actual need becomes a violation of sound educational method.

Leadership training or the lack of it has its effect on both the kinds of methods used, and the ease with which any one or several techniques are employed. Leaders who

are untrained and who do not attempt to utilize the various outlines and syllabi available for parent study groups are apt to carry over the methods they have used in other educational work, while those who adopt such aids to group study may follow them more or less exclusively. The trained leader is not necessarily more flexible or resourceful. Those who have had a limited amount of training usually imitate the methods which have been used in their own training; those with a broader background and more intensive training create their own material and are more independent and skillful in adapting their methods to the needs of the group.

#### PARENTS' INFLUENCE

Assuming that the education of parents would be practically impossible by means of individual attention because of the large numbers of parents seeking it, and that there are values in group education too significant to be overlooked, the problems of group method become the most urgent ones to consider. Regardless of the leader's ability to recognize the factors which influence the methods which she employs, individuals in the group are constantly shifting the emphasis and redirecting the course of the group experience. Such factors as the intelligence levels of the group members, their cultural backgrounds, educational opportunities, economic status and community surroundings influence the general methods which may be used effectively. The more personal differences expressed by certain parents in advancing some favorite theory or practice, in insistence upon a point of view opposite to that of the group, and in tripping up the leader, or those which are unexpressed but nevertheless operative, the emotional resistances, confusions, conflicts, and fixations, all profoundly affect the learning of parents, thus decreasing or neutralizing the value of the methods used. The same method playing upon the varied educational assets and liabilities of individual parents produces widely different results.

The situation is further complicated by the fact that any thinking about homes, families, and children is highly charged with emotion, in contrast to the logical, selective

thought which is usual in connection with less personal objects and experiences. Especially during the first stages of group work, the complexes of parents in relation to themselves and their children are most likely to be touched off, with the characteristic explosions, or suppressed resentments and fears which usually accompany an emotional conflagration. The skill of the leader is continually challenged to meet this welter of conflicting and divergent needs. She must be facile enough in her use of technique to maintain a balance among the variable forces at work in the group which will be not only tolerable to the parent but productive of both satisfaction and growth.

A leader's most important task may be to help the parent become free to learn. Since an outside person cannot solve many of the problems of family life but must rely upon the members of the family itself to achieve the needed integration, parent education may make its most significant contribution to learning in releasing the tension of parents, in diminishing their sense of inadequacy and fear, and in developing positive attitudes and objective thinking. Where techniques are skillfully used, these ends may be achieved while information is being imparted and experience is being utilized. The great danger lies in utilizing methods which impart information successfully but stop short of meeting the more fundamental needs. It is to be wondered why in parent education more stress has not been laid upon practice in handling children under supervision such as is provided for college students. In other fields of education the opportunity to learn by doing has had widespread acceptance. Obviously, facilities are few, and where nursery schools have been the best available centers for such experience, nursery school teachers have considered it either unwise or impractical to include parents among their students. It remains for the most venturesome and farseeing teachers to utilize participation of parents in the supervised care of children as an important means of achieving their education.

A word should be said about the education of fathers in view of the few who have so far sought opportunities for

their enlightenment as parents. Is the fact that most parent leaders are women a reason for this reluctance on the part of fathers? Are the methods now used as suitable and as valuable to fathers as to mothers? Would fathers more readily attend groups made up only of fathers in contrast to those which both parents attend? Are the needs of fathers different from those of mothers, and, if so, how shall the methods differ? These questions are claiming the attention of many leaders and parents. They are urgent ones for mothers because of the new difficulties which arise in the management of family life when only one of the two parents becomes aware of modern ways with children.

#### STUDY OF GROUP METHODS

In an effort to determine what actually happens in parent groups, as far as such information may be collected by questionnaire means, and to relate these responses to the kinds of method used, a study was made of the practices of 278 leaders engaged in teaching parents. Table 1 indicates the emphasis placed upon each of these items in the conduct of study groups, as reported by the leaders. Column 1 shows the number of leaders considering each item as a common practice in their groups. Column 2 indicates the leaders with whom these items are less common, and column 3, the number of leaders who seldom use or encounter these practices.

It is apparent from this table that considerably more than half of the group leaders reporting considered the lecture by the leader the chief means of presenting new material to the group. In the light of this fact it is interesting to note that less than half of the number reporting gave first place to material which was arranged around the problems of the group. Consistent with these findings is the fact that more leaders give first place to the units of information they contribute than to those contributed by the members. However, the figures suggest that in many groups the parents make a significant contribution to new materials discussed. Questions tend to be directed toward the leader



TABLE 1

## WAYS OF MAKING NEW MATERIAL AVAILABLE TO GROUP

	<u>1</u>	<u>2</u>	<u>3</u>
Lecture by leader (face to face).....	175	35	21
Lecture by leader (radio).....	4	9	19
Units of information contributed by leader.....	130	52	20
Units of information contributed by members.....	107	84	30
Exhibits.....	9	34	57
Demonstrations.....	17	28	33
Reports.....	30	62	60
Outline or syllabus.....	64	59	20
Publications.....	60	53	36
Material arranged around problems.....	133	55	17
Case study.....	59	47	49
Movies or slides.....	12	12	32

## WHAT MEMBERS OF GROUP DO

	<u>1</u>	<u>2</u>	<u>3</u>
Listen to leader.....	192	34	14
Listen to each other.....	114	76	29
Ask questions of leader.....	162	61	17
Ask questions of group.....	88	73	51
Suggest topics for discussion.....	77	73	44
Report on readings assigned.....	58	66	55
Report on assigned observations.....	46	49	51
Relate relevant personal experiences.....	99	105	39
Relate irrelevant personal experiences.....	3	29	93
Discuss own childhood.....	10	57	101
Discuss development of parents as individuals.....	44	42	47
Observe children.....	111	60	25
Contribute information from current readings.....	51	86	66
Discuss assigned readings.....	68	64	37
Discuss handling specific children.....	81	78	40
Report on home observation.....	83	64	39
Report on home experiment.....	68	66	42
Present own point of view.....	82	80	43
Criticize the discussion practice of group.....	9	20	44
Criticize leadership of group.....	3	12	42

rather than toward the group, and in more cases the parents listen to the leader than to each other. The use of a syllabus or outline is not common and reports by group members are listed as of secondary importance. Of special interest as regards both method and subject matter are the number of groups reporting the observation of children and the use of relevant personal experiences. This suggests a use of parental experience which promises well for the interest and learning of the group.

## FORMS OF METHOD

The more specific forms of method described by various leaders in the reports which follow may be grouped under five main headings: (1) teaching of parents in groups and which may be characterized by varying degrees of participation on the part of the parents, (2) teaching of parents singly by means of the professionalized techniques of the interview or the less formal and less technical conference, (3) teaching parents by means of participation in the nursery school, (4) teaching by means of directed observation of children, (5) use of special devices such as reading assignments and reports.

Wherever the term *method* appears it carries a general and philosophical meaning rather than a specific and scientific one. A discussion of the *methods* of parent education is intended to reveal such attitudes toward the learning of parents as are expressed in the active participation of parents in the movement in general as well as in the various opportunities offered for individual and group work, in the utilization of parental experience, and the emphasis placed upon the education of the parent himself. *Techniques* is intended to include those ways of dealing with individuals and groups which proceed according to some recognized pattern which is not fixed but which is controlled according to or in the light of organized and evaluated experience. The discussion and the interview are examples of this use of the term *technique*. *Devices* refers to such means as the case study and report which are used for a variety of purposes in connection with a number of techniques.

*Group Teaching*

*Group method* of teaching parents usually refers to the way small study groups, made up largely of mothers, hear about and discuss the problems of children and of family life. It might be interpreted to include all the ways by which parents are reached *en masse*, such as radio talks, pamphlet

literature and the press. The lecture and discussion group are the two most commonly used means of providing this group education. It is probable that neither appears often in pure form; certain it is that most lectures are followed by a period of asking questions which rarely takes on the more complicated form of discussion. Discussion groups, so-called, frequently begin with a talk by the leader or a report by a member of the group and later develop into a discussion of this material and the problems it stimulates.

*Lectures.* The lecture is intended to initiate or renew a feeling in the members of the audience which is akin to inspiration or enthusiasm for the ideas discussed and at the same time to impart sufficient information to initiate the newcomer or to interest further the person who has some knowledge of the field. A type of subject matter which has become generally accepted as factual and much of what has been derived from scientific investigation and observation is particularly suitable for the lecture method when there is a minimum of parent participation. The lecture, therefore, is functioning at its best when it supplies both inspiration and information at the hands of a person who is able to impart conviction and eagerness to his audience by the sincerity and validity of his experience. The problems which such knowledge illumines, however, require the facilities of a discussion group for their practical consideration.

*Discussions.* In contrast to the heterogeneous group which may profit by a lecture, the discussion group must be composed of persons with relatively similar needs, understanding and experiences. In the lecture, a parent has no opportunity to respond except in thought or feeling to the ideas expressed by the lecturer, while in the discussion group he may gain most by asking questions, sharing his experiences and expressing his convictions. The leader, instead of attempting to exhort or inform his group, will endeavor to relieve them of emotional strain and resistance, thus freeing them for constructive thought and action.

*Individual Teaching*

The place of the individual instruction of parents in a scheme of parent education ranges all the way from the brief personal conferences which leaders frequently hold with parents at the close of meetings, to the series of highly technical interviews which psychiatrists carry on with parents who have serious problems to face. Since parents' problems are both general and specific, a well-rounded program provides both the group and the individual approach. The danger arises when the person who is equipped to carry on group education fails to recognize the problems of parents which require a high type of technical, individual service, and to refer the parent to the proper source for guidance.

Nearly every group leader handles the brief and casual contacts, but the middle ground in individual treatment usually falls to trained persons who are able to recognize the problem, but are conscious of their limited experience or lack of facilities for handling it. Too often the leader may attempt to help the parent by recommending certain changes in the child's regime and fail to appreciate that the parent himself is the one whose pattern needs to be modified. The most farsighted policy in the training of future leaders will probably differentiate more, rather than less, sharply between persons who are equipped to deal with genuine and complex problems of individual parents and those whose efforts should be directed toward the general group education of parents in a constructive program of family life. Parent education programs of the future will set up facilities for both group and individual education in which the group leader and the individual consultant will cooperate in their service to the parent.

One of the greatest services the individual consultant can render parent education is to chart the borderland between the simple and incidental problems of parents and those which involve deep-seated maladjustments or complex and significant family relationships. The training of every leader in a greater understanding of this area will make the

service of group leaders more discriminating and effective, and enhance the significance of the individual advisers to parents who are not now aware of the value of their aid.

Probably all parents will not require individual education and certainly few, if any parents, will be in need of it all the time. The urgent need is to discover which parent problems can be met most effectively by group contact and which require individual attention and how and by whom the discrimination should be made.

### *Nursery Schools*

By far the greatest use of the nursery school in the education of parents has been indirect. From the first, the nursery school has served to demonstrate the educational implications of a modern philosophy with respect to the development of the child; and as far as parents were aware of the principles upon which the children's environment, the daily program and the techniques of the teachers were based, they have received a certain degree of education merely by their knowledge of it. Where a nursery school is used for research, parents profit indirectly by the information such study yields. Any comprehensive nursery school provides periodic individual conferences between the nursery school parents and various members of the staff, and in addition usually sponsors one or more study groups which include the parents of the nursery school children.

While all of this has become an accepted part of nursery school education, the nursery school itself is used by parents to only a very limited extent. In many centers it is open for observation to parents who are members of study groups. Frequently, some member of the staff or the study group leader prepares an outline which is intended to orient the parent in the situation and to call attention to certain features of the equipment or to significant points in the behavior of the children. The parents' visits may be discussed later in the study group or at the school with some member of the staff.

The largest direct contribution of the nursery school to parenthood comes by way of preparental education from the opportunities provided for college and high school students to participate in the activities of the school. In a few places this is also available to parents, but so far it has seemed either inadvisable or impossible to use most nursery schools for this purpose.

Where such facilities are at hand, or where motion pictures of nursery school activities are used, parent education is given an added impetus. Although it cannot be called a group method, it frequently acts as a source of stimulation and information for the group. In groups of nursery school parents, it takes an important place in the program, but in the great majority of groups, it is too rare and inaccessible to be used except as an indirect means to the parents' understanding of the needs of childhood.

### *Directed Observation of Children*

Parents are being taught how to make observations of child behavior with two objectives in mind: (1) the collection of data and (2) the education of the parent. There seems to be a general feeling on the part of discussion leaders that parents have difficulty in talking about the problems of their children constructively because they do not have an objective attitude toward them. This lack of objectivity has prevented a systematic study by parents of their children's behavior and has kept them from relating cause to effect and from seeing certain behavior trends over a period of weeks or months. It was felt also that parents could discover some of the characteristics of child development in a more vital way by making a study of their own children than by reading or listening to lectures. It seemed likely that parents could gain more insight into the relation between their own behavior and that of their children if they could learn to observe and record the happenings which preceded, accompanied and followed a significant type of behavior, such as an emotional upset or learning to dress oneself.

In some cases it was found that parents did not necessarily gain from observing their own children and recording their observations unless their records were discussed by the group. In other instances the experience itself was highly educative to the parent and, in addition, it supplied subject matter which was especially useful in teaching the group. Not infrequently the gathering of data made the parents who undertook it eager for more knowledge of child development.

The collection of data in such cases was largely a means of supplying the group discussion with vital subject matter and of providing parents with data which might be used to illuminate their study of themselves and their children. Somewhat different is the record keeping which is intended to gather data on incidents in homes. Although it bears all the defects of home-made material, it possesses a value which cannot be duplicated outside. For this reason the records kept by parents are assets to research and serve to check the observations of children made outside homes.

### *Special Devices*

The use of case studies, study outlines, and the assignment and report is described more fully in the articles which follow. Other devices such as exhibits, pictures, charts, and core cards are frequently used to supply a more graphic representation of material than is possible through lectures or discussions. These devices and others are sometimes used alone, and sometimes form an important part of a series of discussions, or the point of reference for a lecture.

The descriptions of the various methods which follow are submitted not as the only nor necessarily the usual ones of the institutions or the leaders reporting them. They were contributed at the request of the committee and together represent an attempt to illustrate most of the important techniques and devices which are commonly employed in parent education. They do not attempt to illustrate sharply defined procedure, but tend rather to show that methods are fluid

and that a skillful leader may utilize several techniques in one session or in a series of meetings with a group. How these techniques may be used, and in what sequence, depends upon several factors: viz., the kind of leadership provided, the educational background and experience of the group members, the amount of experience the group has had in the use of discussion, knowledge of the subject matter involved, and the needs of the group. They also show a situation which is insistently characteristic of parent groups, namely that, regardless of the type of meeting, the parents themselves participate. For this reason most conferences consisting of addresses followed by a round table and lectures are not complete without the questions from the audience. This need on the part of parents to ask questions and to receive help has even surmounted the limitations of the radio and has led to a modification of regular radio procedure by which a discussion period is added to the radio lecture.



## GROUP TEACHING

## LECTURES

In the following two descriptions it is clear that the lecture is used because it seems to be the most feasible way of teaching the groups in question. Lectures are more commonly used in combination with other techniques largely as a means of arousing interest in the problems of parents and as a way of presenting new subject matter to parent groups. A typical program of parent education may include a series of lectures on related topics, regular discussion meetings, intensive conferences or institutes to discuss a special problem, radio talks, and opportunities to observe and study children. In such a program, the lecture assumes a definite rôle in relation to the whole scheme.

*Institute of Child Welfare, University of Minnesota*

MARION FAEGRE

Two projects in parent education which had slightly unusual features were those conducted for the boarding mothers of Minneapolis and of St. Paul. Boarding mothers are carefully selected women who are licensed to act as foster mothers to those children who, a few years ago, would have been herded together in orphan asylums. The contrast between the gloomy lock-step life of such institutions and that of a real family, chosen with the age, the religion, and the particular needs of the child in mind, is sufficiently great to need no comment.

In Minneapolis the class met every two weeks, for six meetings; in St. Paul six weekly meetings were held. The attendance in each city was about equally good. Ninety-two women joined the Minneapolis class while 33 were regular members of the St. Paul group. The total number of boarding mothers in Minneapolis in 1930 was about 340, in St. Paul about 238.

An immense difficulty confronts one in attempting to

meet the needs of these women who are caring for children of great diversity of age, background, and type of training. A selection from the questions which came up for discussion during the meetings brings this out forcibly.

How can I change the habits of a four-year-old who is wild and destructive? He has all the outdoors to run in and many interesting things to do but finds the mischievous ones. He killed two kittens by holding their heads under water, breaks eggs in the hen house over and over again, and so forth.

How can I overcome fear of water, of going up in an elevator? Will a fifteen-year-old boy do better in high school than he has in the grades? How can you train children to eat what's set before them? How shall I explain menstruation to a twelve-year-old? How much liberty should a nine-year-old boy have? Is it better for a four-year-old to have a poorly trained playmate than none at all?

How can I handle a very lively and stubborn two-year-old of low I. Q. who seems intent on doing something that makes a noise? Breaks cups, and so forth to hear the crash. Is allowed to have pans to play with, to shut stove doors, and so forth.

How shall I go about training for toilet habits in an eighteen-months-old child I have just taken? She was supposed to be completely trained but is far from it.

It will be seen from these samples from the wide variety of questions asked that the material presented should cover mental growth, habit formation, emotional development, sex education, play, and discipline. The outline prepared in advance from past experience covered these topics.

In order to bring out as many of the boarding mothers' problems as possible the leader did not present the material in lecture form save at the first meeting, when the topic was *The Importance of the Early Years*. Thereafter the meetings took the form of discussions in which the leader tried to use the questions and examples given by the members to illustrate the points which she brought out.

The members of the group assumed no responsibility other than that of attendance, but more or less unwittingly undertook to help one another by giving concrete examples of the success or failure of certain methods.

The aim of these meetings was: to give knowledge of certain phases of child development; to try to modify attitudes that had resulted from prejudice or misinformation; to change practices with regard to the handling of children in play, work, and special habit-forming situations; to give help in setting up satisfactory habits, and particularly in the redirection of unserviceable habits; and to stimulate a desire for more knowledge and understanding of childhood.

An interesting feature of this project was the possibility of checking up, in a slight degree, on actual results of the lessons. The social workers have in a number of instances reported actual changes in practice observable in the homes; while the boarding mothers themselves were eager to tell of cases in which the methods suggested by the leader had been helpful in solving their problems.

Because these women were obliged to bring the boarding children with them to the meetings, or in the cases of older children to leave them alone after school, the project was not repeated this year. Instead four lecture meetings were held in Minneapolis at each of which a talk was given by a specialist in some field of child development; in St. Paul one large tea was held.

It is the feeling of both social workers and parent education leaders that whatever meetings are held for the boarding mothers should be festive and social. Many of the women must remain at home day in and day out and they are in need of the stimulus afforded by considering the group meeting a social affair. Possibly the next step might be to organize small groups into which could be gathered the women who care for children of similar ages. Some of the women are of no mean ability and would use to advantage the libraries which could go out to such groups. In any future attempt to carry on with the mothers represented by these groups, account should be taken of the fact that these women are dealing with problem children. While we try not to emphasize the problem idea, there is no question that the child who has been shunted about from pillar to post, who has been subjected to stern discipline here, cajoled and petted

there, and left entirely to the mercy of his or her emotions is a difficult one to care for. It is often a question of undoing and redirecting the habits that have been formed under poor conditions. The reconditioning of unsatisfactory habits might be the basis on which the project could be outlined. From the proportion of boarding mothers who attended the meetings, it will be seen that there is need for working out a technique whereby more of the mothers may be reached.

*Classes for Mothers at Baby Clinics in Detroit*

AGNES TILSON, PH.D.

During the winter of 1927-28, I assisted in the Habit Clinic for Preschool Children conducted in cooperation with the Child Welfare Division of the Detroit Department of Health. With the small staff available, we could handle only three or four cases during the time we had to devote to the clinics, and as I saw the mothers waiting for the doctors it seemed to me that there was a great opportunity to educate these mothers to prevent the very problems we were handling in the Behavior Clinic.

The department concurred in this idea, and with the cooperation of the head of the Infant Welfare Division we started, in the fall of 1929, a class for women who were attending the prenatal clinic or baby clinic at Station One. The department furnished a room, seating about twenty-five people, for the class, and provided a nursery, and when possible a nurse, for the small children. When there was no nurse, the children stayed with their mothers in the class. Later we opened a similar class for Station Two, located in a different part of the city.

The only qualification set for the parents who attended was that they should be able to understand English. The group attending the classes varied a great deal and it was therefore necessary to make the material for each meeting a unit in itself. Our purpose was to parallel the information the mothers secured from the clinic with respect to the physical care of their children by teaching them what might

be reasonably expected of children of different ages and assisting them in training their children. Since our time was limited to twenty or twenty-five minutes, depending upon how promptly the doctors reported for work, and since the whole idea was new to the people who attended, it seemed best to use the lecture method. During this class period the mothers were given, in simple English, a talk on one of the subjects parent educators have found to be in greatest demand among parents, based upon the most authoritative material on this subject. The classes were quite informal. Any one who wished to contribute was given an opportunity, and it was made clear that the leader was glad to talk after class with any mother who wished to discuss subjects pertaining to her children. Usually, three of these groups met in one morning. During the unemployment period fathers often came to the clinic and the classes to carry the babies or to translate for the mothers.

For one section, outlines were made for the parents to hold and attempt to follow. The leader read these outlines, so that the class members might not be embarrassed, for many of them read very poorly and many not at all. The following outline is typical:

When we are born we have some ready-made ways of behaving—kicking, sleeping, sucking, crying and grasping. There are other ways of behaving which we have to learn. These are called *habits*. We have to learn the habits of eating at regular times, sleeping at regular times, putting away our toys, and hanging up our clothes.

#### Helps in teaching right habits to children.

1. Praise children when they do the right thing.
2. Be firm about doing things regularly.
3. Give children a chance to do things for themselves.
4. Be patient with children, for many times they are very awkward in trying to do things.
5. We must behave the way we wish the children to behave. We should hang up our clothes if we expect children to hang up theirs. We should say "thank you" to a child if we expect him to say "thank you" to us.

6. Children are not born with habits, they learn them. Grown-up people who have charge of children decide what habits the children are to have.

*Informal Presentation Based on the Outline:* Although we have certain ready-made ways of behaving, such as sucking, sleeping, and grasping, we have to form certain habits with them. Thus, though the baby knows how to suck, he has to learn to eat regularly, and though he knows how to sleep, he has to form the habit of sleeping at certain times. If babies are fed regularly they are helped to form regular sleeping habits, for babies usually sleep after they have been fed. It is necessary for children to eat and sleep at regular times in order that they may be well and grow the way babies should grow, and in order that they may have good dispositions. If babies do not get their food and sleep at regular times they are likely to be cross babies.

How long does it take to spoil a baby? Some mothers say three hours; some say one day. What do we mean by a spoiled baby? We usually mean one who has learned to cry in order to be taken up and held by the grown people around him. He has learned to get what he wants by being disagreeable. Who has helped the baby to learn to behave this way? The grown-ups who have charge of him. A well baby who has regular habits of eating, sleeping, and eliminating and is not spoiled is a good baby.

Older children have to learn many ways of behaving. Though they are born with the ability to hold objects, they have to learn to play with toys and to put them away. I know a baby eleven months old who plays in a pen a great deal of her time. She has a basketful of toys in her pen. Before her mother takes her from the pen she puts the toys in the basket. The baby usually puts in one or more toys. When all the toys are in the basket the baby throws out her arms and laughs out loud. She knows that it is time to leave the pen. The mother is teaching her child the habit of putting away her toys. To teach children to put toys away we must furnish a place for them. To teach children the habit of hanging up their coats and hats we must provide a hook or nail low enough for them to reach.

It is necessary for children to do things over and over again to form a habit. Then if they are praised for doing a thing it helps them to want to do it again. Children like to please grown-ups and they like to feel that they are growing up.

Children can early form the habit of waiting on themselves and

caring for themselves if we give them a chance to do so. A child eighteen months old can lace his own shoes, feed himself, and put on some of his clothes. We have to show children how to do these things. We must have patience and allow plenty of time, for young children are very awkward. If we praise them they are encouraged to try again.

Since children are not born honest and polite, they have to learn the habits of telling the truth and being polite. And since they learn many things by imitation or mimicking grown-up people, it is necessary for us to be what we wish our children to be. Most behavior of this kind is caught from adults—not taught by them. If we expect children to say "thank you" to us we must say "thank you" to them. If we want them to tell the truth, we must tell the truth.

Children learn to get along with other children by playing with them. Through playing with other children they learn to share toys and to take turns playing with toys.

Whether or not children are healthy and happy and learn how to get along with other people depends upon the habits which grown-ups—parents, nurses, and others who care for them help them to form.

#### DISCUSSIONS

The discussion is rapidly becoming the most widely accepted technique of parent education. Where it is used with discrimination and with an understanding of the technique involved, it becomes a true expression of the philosophy of parent education; but where the term is used to describe questioning on the part of parents and answering on the part of leaders, it becomes a misnomer. The following descriptions of group discussion indicate that the leaders are conscious of its functions in the education of parents.

*Bureau of Child Study and Parent Education, California  
State Department of Education*

HERBERT R. STOLZ, M.D.

The following brief description of free discussion as a learning opportunity for organized groups of parents is based upon personal experience and observation in California during the four year period from July 1926, to June

1930. Although this experience includes work with a few groups of fathers and with a few groups of men and women together, it represents primarily work done with groups of mothers. These limitations should be constantly borne in mind. Furthermore, since the phrase *free discussion* is prominent in the title, it seems appropriate to point out that the procedures described are free only in the sense that the choice of topics is left largely to the members of the group, and the discussion is developed largely from their contributions rather than according to a preconceived content outline prepared by the leader or borrowed from a book.

The central objective of our parent education program is to facilitate the development of wholesome attitudes, appropriate skills, and pertinent knowledge in the parents themselves so that they may be, progressively, better able to function effectively and joyfully in the kaleidoscopic field of parent-child relationships. The free discussion method seems to further the accomplishment of this aim by: (1) affording mothers opportunity for the release of their emotional reactions toward current problems; (2) affording them the opportunity of recognizing how frequently these problems occur in the best families; (3) giving them the opportunity to learn the satisfaction which follows from methodical analysis and treatment of any problem; (4) giving them the opportunity to grow in knowledge of themselves, their children, and their associates.

The topics for discussion are the immediate and the anticipated problems of the mothers. These are written out and submitted early in the course. Sometimes they are submitted in the form which the mother chooses; sometimes they are accepted only when adapted to a form which includes questions concerning the family background, the developmental history of the child and other pertinent data.

The leader guides the discussion by supplying an ordered procedure. A frequently used sequence is: (1) to define the problem by numerous examples supplied by the class members; (2) to tabulate the opinions of the class members as to why the problem is worth grappling with; (3) to record.



the opinions of the class members as to the occasions when the problem is most apt to appear; (4) to record the opinions as to the causes underlying the problem; (5) to record the methods of meeting the problem which the mothers have found successful.

In order to promote active participation by every member of the group, questions which will elicit answers that can be woven into the above analysis are often propounded by the leader a week before the discussion. The members of the group are asked to write out answers to these questions and to bring them to class. These answers are compared in sub-group discussion among three to seven persons and then combined answers are presented for consideration by the class as a whole.

The leader arranges and rearranges on the blackboard the contributions from individuals and the reports from the sub-groups and a member of the class records the findings as they are organized. At the next meeting this record is read; sometimes the findings are revised and the leader attempts to sum up the results of the analysis. In this way, a given topic is spread over at least three meetings so that opportunity is afforded for amplification and revision and, in some cases, for testing the plans of action which have been suggested.

The results achieved by this method of discussion have not been measured in terms of improvement of parental technique in dealing with children. From our experience we are convinced that many mothers enjoy such discussions, that a considerable number improve in their attitude towards parenthood, and that many show improvement in the ability to arrange the facts of experience in the orderly and coherent form which gives a basis for intelligent action.

### *Child Study Association of America*

SIDONIE M. GRUENBERG

The Child Study Association, having developed out of a group of mothers who came together voluntarily to study

whatever helpful literature they could find on child psychology, has continued its activities in the work of study groups.

Procedure in group meetings varies somewhat, since the method to be used must depend largely upon the composition of the group, the background and special needs of its members, the subject matter to be considered, and the personality and equipment of the leader.

The members of the group decide at the beginning of the year's work what subject or series of subjects will best meet their immediate needs and interests. The sequence of subjects for the season's study is then outlined in a definite program, to the end that successive meetings may be systematic and progressive and each topic developed in its relation to the whole.

The following are the study methods most widely used in groups of the Child Study Association:

*Assignment-discussion.* In this type of procedure the leader opens the subject with a brief presentation of the underlying principles and factors. Through discussion of these she attempts to discover significant trends of interest and bias among the members of the group, and to determine where lie the gaps in their understanding of basic principles. Two or three members are then asked to read and abstract definite assignments in authoritative sources related to the topic. In selecting the assignments the leader attempts to cover various aspects of the subject and to stimulate discussion. At the subsequent meeting these abstracts are read and supplemented by practical illustrations either from the reporting member or from other members. Group discussion is then based upon these reported findings.

*Lecture-discussion.* Here the leader prepares a well-rounded carefully thought-out presentation of subject matter, and this then becomes the basis for full and free discussion by the group. This method of presentation is especially useful where there is need for clarifying material.

*Discussion.* The group is invited to raise questions or problems related to the special topic under discussion. Here

the leader must be prepared to stimulate questions which will prove fruitful and relevant, and so to guide the subsequent discussion that the group will bring all of its experience and knowledge to bear upon each question. At the end of the meeting the leader briefly sums up all the points that have been made, coordinating these to the best advantage. This method is often most successful in drawing all of the members of the group into active participation in the discussion.

*Personal-research.* Each member brings to the group meeting a written account of a particular situation or of directed observations, and this is then read and discussed by the group. For example, observation of a child during a meal-time period or a series of meals where refusal of food has occurred; or a week's observation of a thumb-sucking child, noting number of times, duration, intervals, attendant circumstances, time of day, procedure on part of parent or teacher, and so forth. Such a group technique naturally presupposes a background of some academic education and familiarity with content on the part of the members.

*Questionnaires.* A group of questions on a specific topic is prepared in typed or mimeographed form. These are distributed to be filled out by each member, to be discussed, question for question. Questions which may be answered as true or false, or for which a choice is to be made of the best of several answers, are the most easily handled for this purpose. An interesting use of this material is made when the questionnaire is filled out and marked at the first meeting, but not discussed until the series of meetings nears its conclusion. The answers are then examined for indications of changed attitudes resulting from increased knowledge and insight at the end of a season's work. Illustrative material, charts, and graphs, are sometimes used, at the discretion of the leader.

It will be seen that the use of any of these methods must depend upon many factors, but to a large extent will be influenced by the leader's own interests and attitudes. In any and all types of groups, however, there are certain objectives toward which each meeting must be shaped, and

these objectives are kept steadily in the minds of both group members and leader. Chief among these are to: (1) formulate clearly the basic principles of the subject under consideration; (2) relate these, wherever possible, to other topics previously studied; (3) stimulate interest in further study and discussion; (4) encourage an open-minded, searching attitude; (5) assist parents to evaluate conflicting schools of thought in the light of practical experience and to arrive at some workable procedures; (6) train each member to observe her own children in the light of accepted principles; (7) pool experiences and ideas which may be mutually helpful.

In connection with the work of study groups, special authoritative lectures and conferences, connected closely with the subjects under consideration by the group, are often stimulating and valuable. The publications of the Association are also designed to supplement the study group work. *Child Study*, the monthly magazine published by the organization, is sent to each headquarters study group member and to all leaders of affiliated groups. A program of lectures based on child training topics as discussed in study groups, is broadcast weekly by members of the staff and other qualified speakers, over Station WEOF, New York.

Individual parental problems disclosed in study group meetings are considered by the Consultation Service under the direction of a staff psychiatrist.

*Illustrative Lesson.* Parents often come to the study group seeking immediate solution of their problems, simple recipes for the management of their children. But the group, under guidance of its leader, seeks out the more fundamental consideration involved in each situation. The following is an example of how specific problems are considered in child study groups:

A two-year-old boy is persistently "naughty." He plays with things on the table; he opens the icebox door and hauls its contents out on the floor; he takes off his slippers outdoors. He pays no heed to repeated injunctions not to do these things.

This mother comes to a study group asking, "How can I get my child to stop doing these annoying things"?

How may the group most helpfully approach this problem? Is this a question of obedience? Will punishment deter him? What punishment? The following are some of the elements that are considered by the group:

Why does he open the icebox door? Is he imitating mother? Does he find pleasure in feeling that he can do something that adults do—something he has not done before? If so, is it fair to scold or punish him?

Perhaps he is curious about the many things which he finds in the icebox. Since the handling of things is one way of becoming acquainted with the world he lives in, is it wise to stop his handling and arranging of objects which interest him?

Could his mother satisfy these legitimate impulses by asking him to open the icebox for her, when something is to be put in or taken out? Can she ask for his help in other ways? Has he suitable playthings of the kind that he can do something with, blocks, boxes with lids that open and close?

And finally, will punishing him win his cooperation, or will it arouse his anger and opposition?

*Institute of Child Welfare, University of Minnesota*

ESTHER MCGINNIS, PH.D.

Because of the demand from a large number of parents in a high school parent teachers association for an opportunity to talk over certain problems and situations about which they were greatly concerned, the parent education department of the Institute of Child Welfare at the University of Minnesota was requested to furnish a discussion leader for the group. The size of the group, the average attendance was 104, precluded making it a regular study group with assigned readings and reports, and the members felt that they distinctly did not want a course of lectures on adolescence by specialists.

An announcement was sent out by the school stating that

there would be five discussion meetings, and that the topics for the later ones would be decided at the first meeting, which would center around the general characteristics of adolescence. The leader began by comparing the lecture and discussion methods and then stressed the point that the value of the discussion method consists chiefly in utilizing the experience of the group, which means that individual members must contribute, even though the group is large. As there were so many questions which affected every member of the group each person had the background and experience necessary to make a contribution. The danger of certain people's monopolizing the discussion, the ineffectiveness of anecdotes which had no point, and the effect of lack of definiteness were also mentioned. Then the leader asked, "What are the problems and questions which you would like to have brought up?" The answers were listed on the board and grouped under general headings. From these it was decided by a show of hands to have as general topics: discipline and emotional emancipation; boy and girl relationships; recreation and leisure-time activities; vocational guidance and the child's use of money.

After the topics had been settled it was decided to spend the rest of the evening discussing the general characteristics of adolescence, stressing physical development especially. The leader asked the following question: "What are the outstanding changes which you have noticed as your children get older?" The answers were listed on the board, and grouped under general headings. Then the group asked questions about physical development and hygiene. In summarizing, the leader stressed the normality of these changes, and the fact that there need not be any great difficulties attached to adolescence.

Similar questions were asked about the topics of discipline, boy and girl relationships, and vocational guidance. These were listed briefly and summarized by the leader. In each lesson many questions were asked about the policy and attitude of the school and these were answered by the principal or dean of women.

As an example of the way one lesson was handled the following description of the fourth lesson is given.

Recreation and leisure time activities aroused the most controversy, and showed the greatest differences in standards. After getting from the group the characteristics of adolescence which they must consider in handling problems of recreation, the following questions were asked and the range of answers tabulated for both twelve-year-olds and sixteen-year-olds: At what hour is bedtime required on week days, on week-ends? How late may children stay out on week days, week-ends, when there is no party? How many times a week may they go to movies? How many nights a week are they allowed to be away from home? Are they allowed to drive a car alone, with an adult? Can they go to parties with members of the opposite sex? What are the boundaries for use of the car?

The questions aroused much interest and discussion, and even controversy, as there were great differences on each point. The conflict between the point of view which considers a sixteen-year-old an adult and that which looks upon him as a mere child was strikingly brought out. The advantages and difficulties of the moving pictures, automobile, radio, and the kind of parties which adolescents enjoy were discussed. Lists were made of the interests of adolescents, and ways in which the home can help in setting standards also were discussed.

Specific questions about the attitudes and practices of the school were answered by the school officials. The group decided that one of their greatest needs was a closer understanding between the parents and the school, and voted to have a permanent committee, meeting with the principal, to act as a clearing house for such problems. The school decided to modify several of its practices and the parents agreed to support the recreational program of the school.

It is realized that this complete dependence on the discussion method will be successful only when the members have a common background of experience and are willing to talk. The chief difficulty in this group was to steer the

discussion so that it stayed on the point. Often several started talking at once; and the replies to questions were rapid and pointed. Concrete results in changed practices were indicated by many reports from individual members, while the school felt that a clearer understanding and relationship between it and the parents had been developed.

### RADIO

No group of persons was more scattered and therefore more difficult to reach than parents in their homes until the radio became almost universal. Most of the radio programs for parents are lectures, which provide little or no opportunity for participation from the audience. In the following reports, however, the radio program takes into consideration the responses which come from its audience, and in one case provides for a unique modification of radio procedure, called a radio discussion group.

*Department of Adult Education, Ohio State University*

JESSIE A. CHARTERS, PH.D.

Parents are one group of students who are extremely hard to reach. They are scattered far and wide, isolated in separate homes, whether in compact apartment houses or on remote farms. There are two methods of reaching parents where they live; one is by mail, the other through the radio. With the opening of the college year in 1928, the Department of Adult Education at Ohio State University, which was set up in cooperation with the Ohio State Department of Education, began to use the university radio station, WEAO.

The state congress of parents and teachers gave the plans ample publicity through the state bulletin, *The Ohio Parent Teacher*. District conventions and the state convention furthered the state-wide program of parental education being developed by the parent education committee of the congress with which the university department was cooper-



ating. The state department of education and the university college of education afforded every facility for developing the work, so that there was ample public support. Many newspapers printed the radio program of the department regularly, and some of the smaller papers, where there was local interest in study groups, assigned a reporter to listen in and report the radio lecture.

We have tried several experiments in the programs broadcast from which we ourselves have learned a great deal. In 1928-29 the department began with two programs a week, of half an hour, at 10:00 A. M. on Tuesdays, and 4:00 P. M. on Thursdays. On Tuesday mornings talks on the mental development of the young child were given throughout the year; toward the end problem children and remedial measures were discussed. The talks were carefully prepared and were scholarly and scientific without being technical or didactic. They seemed to be very popular. People whom we met in all parts of the state spoke of them, and said that they listened regularly. Some book or books on the day's topic were nearly always suggested, but we do not know how much reading was done by the listeners.

The Thursday afternoon programs were designed to give the radio audience general information about the work in parental education the new department was developing. Later, other general programs were given, one month was devoted to children's recreational needs and ways for meeting them such as camps, and scouting. Programs in May and June, 1929, were given by representatives of various vocations, answering the questions, "After graduation, what"?

The success of the parent education programs encouraged the addition of other half-hour or fifteen-minute periods. For two months five different programs were broadcast. A nine week course, given from 9:30 to 9:45 A. M. on Mondays, was well advertised; registrations were invited; a syllabus was sent out, including recommendations for supplementary reading; recitations were called for upon a question asked over the radio; and a final examination

was given over the radio. There were eighty-eight registrants, though many of these did not contribute regularly. The course was later published by the university in a pamphlet for which there is a steady demand.

For five months a Family Hour, from 7:00 to 7:30 P. M., was broadcast. This was very popular and brought more spontaneous letters than any other program.

During the year 1929 to 1930, only two programs were given, on Tuesday mornings and Thursday afternoons. No publicity methods were used except the mailing out of programs printed on the back cover of the *Better Parents Bulletin*, the monthly publication of the department. In addition to a child study course, these programs were used to give information to parents about the care of orphan and handicapped children, vocational training, and other more general ideas about which we think parents should be educated.

During the months of May and June a series of *dramalogs* was presented, dramatizing the methods of handling problems of children in the home. We assigned to a graduate student the project of writing the dramalogs and training the cast to present them. The dramalogs and cast were amateur, but they were worthy in content, and entertaining in spirit. An appreciative audience listened consistently.

From this experience in two years of parental education by radio, several deductions may be made. A successful radio program, even when given only once a week, is a task needing time for careful study of all its requirements, some of which are to inject a personality into the talks and correspondence, and to develop avenues for promoting at least the first interest of listeners, newspaper reporters, and study group reporters.

Another outstanding conclusion is that parents are only mildly interested in general educational programs, even when presented by authoritative state officials. On the other hand, they are very much interested in programs which deal with vital problems connected with child training and family life. This conclusion is drawn from the diminishing response

we have had to our general programs, and the increase of response as we emphasize parents' problems.

We have reached another conclusion which has been found true in other fields, radio programs are not as simple as they sound. Parental education by radio is much more than merely reading a paper to a microphone. The preparation of the paper and its delivery present very important technical problems which we have by no means solved with maximum success.

Our efforts have so far been directed toward answering, as a check on the work the questions, Do people listen? If so, why? Because they are friends and well-wishers? Because they have nothing else to do? How many listen? Enough to pay us for our efforts?

From our experience, we know that many people do listen occasionally; an audience may be built up who will listen regularly; and this audience will contain parents for whom the program is intended if the content of the programs directly and obviously appeals to their interests and needs. There are not yet enough data about the listening audience for any radio broadcasting to reach any reliable deductions as to how many listen by chance at any given time, the number who ought to be listening, or what should be a normal clientele for the station WEAO. Moreover, the results of educational effort can never adequately be measured by numbers; reaching one lost sheep is sometimes more important than talking to the ninety and nine who are already comfortably saved.

We do know that study group programs may be furnished by the radio to groups in rural sections which can thus be given the personal lecture they want on such topics as sex hygiene, prenatal development, emotional control, and adolescent behavior. These talks must be given by a specialist, preferably one whom the groups already know.

The experimental data which we have so far secured do not give any basis for forecasting the probable success of college credit courses by radio. We know only that carefully featured non-credit courses will have listeners.

Although we know that we can build up a listening audience for radio lectures on topics of child training, it is still an open question whether these lectures can be legitimately called educational. Education is something going on in the experience of the listeners. A successful educational broadcast should help parents learn to perform their parental functions better.

Before we can claim success for this work in parental education, we must seek to answer the question, Do parents *learn* by listening to the radio? That is, do they understand, reflect upon, and alter their behavior by what they hear?

There is evidence, though perhaps intangible, for the belief that the lecture does tend to a general lift of the community, and there is no reason to deny the radio lecture such power. Moreover, information about child psychology is eagerly sought by parents. Newspapers generally assume this interest at the present time, and give space to such subject matter. The radio may have advantages over the newspaper, partly because there is possible the personal appeal of a living human voice, especially when the speaker is widely known, or is known to his audience, and partly because the spoken lecture may seem to meet the immediate situations better than can the syndicated article. But it is important to secure something more than a cheerful confidence in the uplifting effect of our radio programs. Educational broadcasters generally do not seem to be aware of the fact that education is not defined in terms of the intention of the program, but must be checked by changes in the experience of the listener. We have not yet discovered a way to decide whether or not parents can be educated by radio.

*University of Cincinnati*

ADA HART ARLITT, PH.D.

The Radio Mothers' Discussion Group conducted over WLW by the University of Cincinnati is under the leadership of members of the staff of the department of child care and training. The leader prepares material to cover a

fifteen minute period on the air. Five minutes of discussion follow. The parents telephone, telegraph, and write in questions to be discussed. The leader stands at the microphone, reads the question, and then asks those questions which would bring out the factors producing the behavior problems. These questions are answered after reading from the letter the complete description of the symptoms the child presents. In a number of cases, two problems apparently the same, but actually different, are discussed in order to show the unfortunate possibilities of jumping to conclusions about causes of problems. The number of parents participating in this discussion group is roughly indicated by the fact that over two hundred letters covering an area of seventeen states were received during 1929 to 1930.

The list of the topics discussed before the 1929-1930 Mothers' Discussion Group over WLW follows: willing obedience; discipline, punishment and rewards; good and bad habits; habits of sleep, rest, and elimination; eating habits; the school lunch; temper tantrums and quarreling; children's fears; training in emotional control; your child's imagination; how your child thinks; toys, games, and occupations for the preschool child; the use of money; curiosity in children; honesty; training for responsibility; problems of the adolescent child; planning the day for the modern child.

#### CONFERENCES

The first conference on parent problems enlisted the interest of persons from fields of education bordering upon child study and family life. At that time there were few individuals engaged in what is now known as parent education. These meetings had a significant place in the inauguration of the parent education movement and were followed by the rapid development of state and national work. Conferences today are bringing together the persons who have become parent leaders, to discuss and evaluate the beginnings of this new enterprise.

Most of these meetings combine addresses by leaders in the field with round table discussions. The following article describes the type of conference which is sponsored by a parents' organization and which is typical of the earlier meetings. The conference serves not only to arouse an awareness of the need for parent education, but marks a stage of development through which the movement is passing.

*Chicago Association for Child Study and Parent Education*

EVA L. LAWTON

The conference type of program in parent education is frankly for propaganda and publicity, at least it was so in its initial stages. When the Chicago Association for Child Study and Parent Education was organized, in 1925, it was a consolidation of several groups which had been working independently for a number of years, but had made no appreciable progress either in spreading the parent education movement, or securing for their members an opportunity to hear authorities in the field of child psychology. It was to accomplish these two objectives that we planned our first conference in 1926.

Our first conference was carried on as a special study in *Intelligent Parenthood*. The idea of parent education was not new in the East, but in the West there was something revolutionary in the idea that parents had anything to learn about child rearing. The kind of prejudice we had to contend with is shown by the opinion of one mother, who voiced the sentiment of many when she said, "It seems to me that if *we are intelligent enough to have children*, we certainly are intelligent enough to know how to raise them." There were many, however, who did then and have ever since regarded our conferences as interesting and stimulating. We have realized and have repeatedly called attention to the fact that a three day conference cannot bring to the parent or teacher a great mass of factual material.

The objective of our conferences has been to stimulate

interest in the subject of child study and parent education, and to provoke thought and questions. It was then our hope that smaller groups might be formed, where real and intensive study might follow and continue for several successive years. These groups were to be formed on the basis of common interests and more or less similar social and educational backgrounds. Programs could be worked out which would be definitely helpful to the individual parent both in the guidance of his or her own children and in the understanding of all children.

In planning our conferences, we have selected subjects having a wide general appeal. For that reason we chose for our first three conferences the basic and fundamental thoughts underlying child development. Stress was laid upon the very young child, because of the present-day tendency to emphasize the preschool age in research. In our fourth conference, we gave particular emphasis to the subject of adolescence. In our fifth, we turned to the subtler influences in the life of the child that we felt had not been sufficiently stressed previously, and which we thought it important to call to the attention of parents.

The general plan of our conferences has been to have several speakers cover the larger divisions of the subject, while the more specific problems are discussed at a number of round tables, which lend themselves to informal presentation, and to participation by the parents in the discussion. These round tables have not been entirely effective on account of the large numbers that have attended them. Our last conference, for instance, gave us an opportunity to present various research projects that are being undertaken in schools and in medical and psychological laboratories in relation to children's emotions.

Our conferences have been provocative of much criticism, both favorable and unfavorable. We do not resent the latter, which in any case would be unavoidable, but wherever possible have tried to profit by it. Five years is, after all, not a long period in which to work out a form of technique and procedure which fits our particular problem.

## COLLEGE COURSES

The offering of college courses especially for parents, does not represent a new method, although it may introduce new problems for the college professor. Obviously they arrive from the limitations which are imposed by degree requirements and by the pressure to conform, which is exercised by the usual college administration. Few institutions of collegiate rank have attracted parents to their classes. Where parents do attend, they are obliged, in most cases, to join groups of students who lack parental experience. In Cleveland College the division of parent education provides classes which are attended largely by parents. The following statement gives the academic requirements for such classes.

*Cleveland College*

RACHEL S. RUFF

At Cleveland College the department of parental education offers courses especially designed to meet the needs of parents, though they are of interest also to leaders of various types of child welfare activities. Thus far all courses offered are of college grade, lasting a full semester of seventeen weeks, and giving college credit.

The instructors, as a rule, use a combination lecture-discussion method for the classes which last two hours. The first hour or more is given to the lecture, the remainder of the time to discussion of the lecture, and of individual and personal problems. Students must give written reports on at least eight books from a reading list prepared by the instructor. In the three courses, *The Psychology and Education of Children of Preschool Age*, *The Psychology and Home Education of the Child of Six to Twelve*, and *The Psychology and Home Education of the Adolescent*, there are individual conferences with the instructors about personal and family problems.

In the training course for parent teacher work the instructor lectures very little. Regular assignments are given



for each lesson. In addition, individual and group assignments are made far enough in advance to allow the members of a group working out a project to meet for discussion. A chairman is chosen from the group, who takes charge of the necessary meetings and makes the report to the class. General discussion in the class follows reports from these groups, and from individuals. Reports are either put on the blackboard or presented in mimeographed form in order to make discussions more interesting to all. Members of this class state that there is greater interest when they are held responsible for definite work and reports. In addition there are certain term assignments such as reports on two books from the reading list prepared for this course, a notebook containing class notes and reports on individual and group assignments, and the making of a permanent parent teacher book. This book is prepared by each student and contains all pamphlets, leaflets, bulletins, charts, and mimeographed material which are collected during the term. The material is classified according to activities of parent teacher work and to departments of the national congress. This book is checked by the instructor for accuracy and is valuable to students after the class is over in carrying out projects in parent teacher association work.

## INDIVIDUAL TEACHING

### THE CHILD GUIDANCE CLINIC

Originally the child guidance clinic was concerned chiefly with problem children, but as a result of its experience it has come to appreciate that the source of the child's difficulty may be a problem parent. The center of activity, therefore, is shifting somewhat from the child to the parent. The teaching of the parent is based upon the most thorough investigation and study of the child and his family of any service which is at present attempting to solve the problems of family life. The advice and skill of the psychiatrist, the psychologist, the social worker, and the physician are brought to bear upon each case; the cooperation of the club leaders and teachers of the child is enlisted also, but increasingly the clinic is depending upon the help which may be given to the parent as a significant factor in the satisfactory adjustment of the child. In addition to their efforts with parents in connection with the problem child, clinic workers are helping parents to anticipate problems with younger children, thus combining their intensive service with a preventive educational program.

*Institute for Child Guidance, New York City*

LAWSON G. LOWREY, M.D.

In its corrective work with the maladjusted child, the Institute for Child Guidance is keenly conscious of the significance of the parent situation. The problems involved in parenthood are, first, the problems of the parents themselves in their relationships to each other, to the world at large, and to their children; second, the problems presented by the children as they grow from stage to stage. The clinic, therefore, stresses the personal adjustment of parents, and,

recognizing the dynamics of the family situation and need for rational reconstruction of attitude in parents, strikes at the underlying causes rather than at the symptomatic behavior. In dealing with the behavior of the child it has been found that, at any given moment, the emotional attitude of the parent may block complete reception on the informational level. On the other hand, if information is accepted, the translation of the concept into action is impossible because the parents' own problem gets in the way.

There are at least two possible approaches to a program of parental education in child training. One is on the informational level: how the child develops, how he reacts at various stages, and how to deal with individual items of behavior which may emerge. Such a program has many values. Any parent who discusses the problems encountered with children realizes certain advantages: (a) the release of emotional tension which results from merely talking the matter out; (b) the "dilution therapy" of discovering that others have the same problem and that one is not, after all, so different or queer; and (c) suggestions regarding the meaning and handling of various bits of behavior. This is the simplest type of program, well evolved by many organizations. Valuable as this program undoubtedly is, it may fail to relieve the emotional tensions of the parents, and also fail to achieve its own ends.

The second approach is through awakening parents to their importance in the environment of the child; and to some conception of their own drives as related thereto. The parent is educated to realize that the problem has its genesis in the entire series of his own life experiences, with special reference to those early childhood experiences which play such a large part in determining personality characteristics. In some instances therapy for the parent's own problems of adjustment, such as marital relations, may at no point seem to the parent to have any bearing on the child's problem. It may be unnecessary for the parent to see any connection. The effect upon the patient may be just as dynamic without the parent's awareness of the fact that the child subsequently

reflects a healthier parental status. A receptive attitude to treatment on the part of the parent is of greatest importance. Frequently his need is so great that it is impossible for him to appreciate the child's needs. This is an indirect approach to the specific behavior problem of the child, where, in order to change the methods of parental handling, it is found necessary to penetrate, to some degree, into the emotional difficulties of the parent.

It is a matter of delicate clinical judgment to determine whether or not, given emotional difficulties in the parent, the therapeutic attack should attempt to probe them and clear them away. In many instances a level of superficial adjustment has been reached by the parent, which a deeper approach may upset without replacing the adjustment with a more satisfactory one. In other cases parents are well aware of the general nature of their difficulties, but have found no way to deal with them.

Again, only some such approach as a completely psychoanalytic one is likely to benefit the parent, and so effect a therapy of the child's problem. Where, for any of a wide variety of reasons, this may not be possible, one must, of necessity, fall back upon an indirect and often a more superficial type of individual approach such as setting the parent tasks which provide outlets for his emotions and energy and contribute, through the information gained, to a stabilizing of the situation. One must not use too much pressure in an attempt to hasten this process, because doing so is likely only to result in making a bad situation worse. Close clinical observation of these cases results in the deliberate choice of working with the parent on the informational level, leaving untouched some of the deeper problems which are recognized but are better left alone.

The outstanding dynamic problems requiring careful treatment are those involved in the emotional relationship between parent and parent, and parent and child. Recognition of the universal ambivalence in the attitudes of the members of the family towards one another, while not yet universally accepted, nevertheless marks a long step in ad-

vance in facilitating the solution of delicate issues. Factors of rejection, of over-protection, of parent-child fixation, of various libidinal and ego competitions, of conflict over difference, inferiority complex, of the great need for feelings of personal adequacy and group security, are among the more important issues in the life of the individual which the therapist must meet by direct and indirect methods.

The clinic has contributed its share to the evolution of the concept of the individual as a total personality involved in a total situation, each factor interacting to modify the other, with the total interplay of importance in determining the final behavior. The reactive possibilities of the individual at any given time are determined by his entire background, biologic stock, physical, mental, and social development, and those experiences of life which have helped to mold his personality. The Child Guidance Clinic is attempting to pool the techniques of many professional groups, to combine the techniques of general medicine, psychiatry, psychology, and social work. It is bringing together not only a knowledge of the particular technical subjects involved but also a considerable knowledge of education, recreation, and home, school and community resources, as these can be made available in the solution of a difficult problem.

#### CONSULTATION SERVICE

The consultation service differs from the clinic in the kinds of problems it handles and in the way it makes its help available. A service such as the one described in the following article works with the parent rather than with the child, and confines itself to persons and situations which are not abnormal and which have no serious limitations because of the parent's physical or economic condition. Although the person in charge of the service considers as many aspects of the situation as the clinic does, there is no provision for "staffing" the cases or for bringing together a large number of records and reports on the home and the child.

The consultation service, because it deals with normal

parents of normal children, is especially valuable as a supplement to group study. Where group education is not adequate such a service aims to provide the help of a person who is highly trained in the techniques of individual treatment.

*Child Study Association of America*

RUTH BRICKNER, M.D.

The Consultation Service of the Child Study Association of America is in charge of a psychiatrist, assisted by a psychiatric social worker. It was organized to meet the needs of those members of the association whose problems with their children require more intensive individual work than study groups afford. Consultation, therefore, serves as a supplement to group study.

One of the interests of the service is to study the nature and development of parental practice, and to observe the effect on the child's behavior of changes resulting from the parents' increased insight and improved procedure. Willingness and ability of parents to cooperate is essential to the study of each case. Study is undertaken only in families in which economic, social and physical factors are not so pressing that they obscure psychological processes. The upper age limit for children served is eight years.

The service is distinctive in that the situations leading to consultation are minor compared with those handled by child guidance clinics. They are considered worth more detailed study by parents who are already somewhat enlightened about the importance of minor behavior deviations. This allows the service to work with the early manifestations of disharmonies. The intricate sources of these, which are so often lost sight of when the situation has become acute, can be traced, used for educative purposes and recorded.

The association is at present making case records of the family relationships presented by the parent. In recording the child's developmental history emphasis is placed especially on the attitude and behavior of the parents about

the problems in question, such as eating, sleep, eliminative habits, play, and habitual emotional reactions.

From the records of these intensive studies research material is gathered which, when edited, becomes valuable teaching material for leaders in parent education work.

The consultation service acts as a clearing house for those situations which do not fall within its province by directing parents to the best available sources of help in psychology, psychiatry, vocational guidance, special schools, and the like.

The following brief abstract of a case illustrates the type of problem which comes to the service and the present technique of handling it:

Mrs. R. came with the following problem: The elder of her two boys seemed unable to concentrate on what he did, dawdled in dressing and eating, and was annoyingly dependent on her, following her about whenever she was with him.

Fred had been an exceptionally healthy child, but during his first three years had been in the care of a nurse who deprived him of opportunities for self-management. He had submitted to this domination, and only when the nurse left did the mother first become aware of his dependence. He was habitually docile and unassertive, and was a follower among his peers. During his infancy the mother was gratified that he was so good, but she became ashamed of, and annoyed with his passive behavior when his six-year-old friends showed more manly strivings than he, and imposed on him without rebuff.

The significant facts of the parental background were as follows: The mother, the youngest of three children, was treated as a baby by her parents and older brother and sister, and although she had to share in the household responsibilities, she had very few opportunities to develop independence outside. Her parents were unusually well mated and the household described was an ideal one with mutual thoughtfulness always evident. Both parents were thorough and methodical to the point of meticulousness. The father's household was the antithesis of her own. His parents came to America from Russia. The women yielded to everything the men of the household asked. Mr. R. is described as mentally keen, very energetic and ready to command and direct.

The marriage adjustment presented two main difficulties: first,

that the mother did not receive the detailed consideration she had been accustomed to at home, and second, she imposed standards of household perfection on herself, toward which she strove to the point of fatigue, but never reached.

Discussion with the mother centered around the following main points: A domineering and over-efficient nurse may have caused the passivity and dependence during infancy.

The mother's change of attitude from one of delight in her docile child to one of annoyance with his feminine characteristics may have produced insecurity and demands for emotional support which showed themselves in the child's insistence on being with her.

Because the younger brother, aged two and one-half years, receives more spontaneous attention from visitors, fear of losing his place in parental affection may be another cause of emotional dependence of the older boy.

The mother's exaggeration about her son's dawdling and inability to concentrate was shown to be a projection of her own feeling of inadequacy in these matters.

The following recommendations were made to the mother: The importance of allaying the child's anxiety about his parents' feelings toward him was pointed out. The mother was advised to spend a daily half-hour solely with this child in play, to be initiated by him.

Opportunities for developing self-confidence among his peers were to be sought in supervised play groups after school hours, and the parents were urged to give him encouragement in his attempts, rather than show disappointment.

With increased insight into her own over-meticulous behavior the mother should find it possible to refrain from driving her son towards maintaining so rigid a schedule.

Three months after the first interview it was reported that the boy had joined an afternoon play group where he was adapting well, learning to give and take with his peers. His dawdling had become much less noticeable. The mother also reported her own improved procedures in connection with other matters in his behavior, and she arranged to continue her parent education through active participation in a study group.



## DIRECTED OBSERVATION OF CHILDREN

It is assumed in parent education that the day-by-day experience of fathers and mothers constitutes a rich source of subject matter. One of the most important tasks of the discussion leader is to utilize this experience constructively and to direct the parents' attention toward bringing relevant experience to bear upon the principles discussed. The directed observation of children has been used to develop this organization of every day experience. In each case the parent is provided with an outline for making observations, and is given an opportunity to discuss them later with the group leader. In the anger study in Minnesota, these observations have contributed to a valuable study of the behavior of children.

COLLEGE OF HOME ECONOMICS, CORNELL UNIVERSITY

MARGUERITE WILKER, PH.D.

Our purpose is to indicate how directed observation of behavior in a home group may be a step toward promoting a clearer recognition and understanding of constructive and destructive forces in the home.

"I have treated my third son exactly like the two older boys and yet I can't do a thing with him. Are my methods wrong?" asks one mother. She does not observe the tenseness which is always present when she is talking about her third son and she has not observed her greater tenseness when working with him. She needs first of all to see, to observe, to learn how to watch the procession go by with herself in it. When she learns to stand back and observe herself, she will know that her first report was faulty, that she has been using a less helpful manner with the third son than with the other two. She will inquire into the reason for such tenseness, and the means of overcoming it.

How, then, shall we learn to observe ourselves? How shall we help others observe? These are important questions in the extension parental program of the New York State College of Home Economics at Cornell University, where many groups from all sections of the state are asking for guidance.

The college has attempted to direct parents' observations through two kinds of programs, namely, county-wide conferences and study clubs.

The county-wide conference of six days is held in a central place in the county by the college extension teacher. Representatives from many communities attend the two sessions of three days each. An interval of two weeks occurs between the sessions. The county home bureau or parent teacher association, in cooperation with other interested agencies, takes charge of the organization details.

Discussions are centered around the idea that one may begin with simple observations and proceed from such practical everyday starting points to a consideration of behavior in all of its larger, complex, and subtle aspects.

Members of the conference take part in these discussions and begin to make instructive observations in their homes. They attempt to see what elements in a concrete situation may be contributing to or preventing desirable behavior, and report the results of their observations in the discussions. Many interesting incidents, oral and written, are presented at the conference as evidence of the increasing abilities in observation and study of behavior. As a result of these conferences study clubs are organized.

Professional leadership is out of the question for such a large number of small study groups. The club leader is, as a rule, selected by her own particular group. In this way, a natural leader is pressed into service, often with no more background in child development and parent education than the members of her club. Such a group with an interested leader needs self-directing and self-helpful study materials to stimulate observations of behavior and lead to profitable study.

The work of the club depends to a great extent upon three types of materials, behavior incidents from clinical material, quotations from textbooks, and questionnaires.<sup>1</sup> All three have been provided the clubs in an attempt to discover the functions of different types of material in promoting worthwhile observations.

### *Incidents*

The following sample is taken from many pairs of incidents in the section *Eating Behavior*.

#### *I. Incidents*

- a. James had taken a large spoonful of dessert and dropped part of it in his napkin. Mother encouraged him with, "Take little bites in mouth" as she helped him with the next spoonful. James smiled and said, "In mouth," as he successfully carried a smaller spoonful to his mouth.
- b. Father said to Don, "Why don't you watch what you are doing? You are dropping your food and spoiling your napkin." Don smiled and continued to take big bites and spill his food.

*Which child was learning to take little spoonful?*

*To what did Don's father direct his attention?*

*What could Don's father have done to direct his doing, thinking, and feeling to the desired end?*

The twenty or more incidents about children are arranged in pairs to suggest desirable and undesirable learning on the part of the child and guidance on the part of the adult. They describe children and adults in practical everyday situations and provide second-hand observations to those who are unable to observe many infants and young children at first hand.

### *Quotations*

To illustrate the second type of material, a random selection of several quotations is offered from the sixty in the section *Eating Behavior*.

<sup>1</sup> Waring, E. B., and Wilker, M. *The Behavior of Young Children*. Wilker, M. *Program for a Child Study Club*. See Bibliography.

## II. Quotations

Lucas: Teaching a child to feed himself early assists. . . . Time, patience and an atmosphere of happiness are absolute essentials in getting a little child to eat the food necessary for his return to proper weight. To nag, scold, threaten, is to use only temporary and flitting methods. Meals become a torment to both child and parents and little weight is gained. (*The Health of the Runabout Child*, page 167).

Thom: Remember that children are quick to copy. If, for example, grandmamma is on a limited diet and cannot eat this or that, or if father frankly emphasizes his likes and dislikes, then the child is likewise apt to become finicky and irrational in his eating, although purely on the basis of imitation. (*Everyday Problems of the Everyday Child*, page 69.)

The many quotations from recent books are brought together to give the opinions of well known authors under one heading and to save the busy student parent the trouble of searching through books for them. This is especially helpful to groups in rural sections who are far from library service or for some other reason are unable to obtain many books.

## Questions

To illustrate the third type of study material a random selection is presented here from the long list of questions in the section *Eating Behavior*.

The long list of questions is organized to assist the student parent in making a more or less systematic survey of behavior.

Material of these three types, incidents, quotations, and questions, is presented under each of the following section headings: Eating, Sleeping, Bathing, Toilet, Dressing Behavior, Response to Materials, Relationships with Other Children, Relationships with Adults, Emotional and Nervous Behavior. The student may select any one of these approaches and proceed under one heading as well as another to consider important aspects of personality.

## Seating

Does he—

Sit comfortably at the table?

That is

Well back in the chair?

Feet on the floor or foot rest?

Elbows level with the table?

Sit restlessly at the table?

That is

On the edge of the chair?

Feet hanging?

Elbows below or above table?

Do you—

Provide for comfortable seating at the table?

That is

A high chair with foot rest?

A low chair allowing his feet to rest on the floor?

A table level with his elbows?

Provide uncomfortable seating?

That is

A chair without foot rest?

An adult chair with pillows or books?

A table higher or lower than his elbows?

## Eating activities

Does he—

Take one mouthful after another?

Chew steadily?

Take little bites?

*Or*, does he—

Take big bites?

Hold food in the mouth?

Eat suitable food with apparent or expressed dissatisfaction?

Do you—

Help him guide the spoon to the mouth?

Encourage him to chew if necessary?

Say "Little bites," and show him how?

*Or*, do you—

Laugh at his mistakes instead of approve his efforts?

Say "Chew," and scold when he doesn't know what you mean?

Say "Take little bites," and fail to show him how?

The many procedures found in the incidents and questions are not rules but are merely suggestive of the detail which must be considered by those who would be students of behavior. Attention is constantly directed to such major questions as: What may the child be thinking? How may he be feeling? To what is the adult directing his attention?

How is the adult influencing his feeling? Why is the child succeeding or failing? Why does the adult contribute to or prevent desirable achievements and relationships?

Dewey says in his book *How We Think*, "When the thought of the end becomes so adequate that it compels translation into the means we have the attitude . . . of the true teacher." This can be interpreted to mean that parents who actually desire wholesome behavior in their children and themselves, are the ones who set about diligently to study the methods of securing it. Ability to observe is the first step in translating concrete experiences occurring, for example, in play, excursions, and routine situations, into terms of their deeper meanings.

In each section the questions are arranged for the convenience of the student under such points as: time, schedule, place and space, equipment and materials, activity, learning and teaching. The questions are grouped thus merely to encourage more thorough and systematic observation than would be done if the student were without stimulation and organization.

Perhaps the most significant of the many interesting outcomes are the written reports and comments made by the participants in these programs. Random selections are given below concerning some uses of the material as it is related to better observations in the study of the home group.

With such a great number of incidents I understood more fully how children in general behave.

I believe the incident material is valuable because it brings out the essential points, makes a definite point, and avoids generalizing.

After reading the quotations I learned to look for the misbehavior of my child in myself. I also find that just the way one particular quotation is worded often makes the point of the chapter more clear.

The quotations are an excellent way of getting the viewpoint of many authors without the tedious searching through books to find the gem of thought.

The quotations gave me a chance to see the somewhat different opinions of authorities and feel also the advantages of having several authors agreeing on one point.

The questions helped in checking up my method of doing particular things. The questions were to me an intensive scrutiny of my children and my family's behavior.

The questions were a wonderful check-up on me. You can answer them "Yes" or "No" and can tell where weak spots are.

In thinking over my ideas of child guidance before I had taken up this study, I have no definite impressions of my procedure. I know that I always saw a thing through—often by force. I can remember shutting my three-year-old in a closet because he wouldn't min' I spanked often. Later I had only to reach for the fly-swatter to get instant obedience. And yet I remember I could not understand why my son hit his playmates. Within a short space of time, he hit one on the head with a tennis racket, another with a stick, a third with a toy rake in the face. I was quite upset about the last incident and to punish him I broke the rake, spanked him and put him to bed. I tried to teach prompt dressing and undressing by encouraging the children to see who could finish first. This, of course, did not build up a good relationship between them nor was it conducive to the necessary calmness for bed. And so I have learned to stand back and "watch the parade go by with myself in it." I have found that the children's behavior usually depends on my own; to substitute helpful correction for punishment. I find that the children do not resent it as they do punishment, and—our fly-swatters last much longer now; to approve desirable behavior, instead of nagging about undesirable behavior; to see the child's viewpoint. I find it is usually worth considering.

These comments indicate that many parents begin with simple everyday observations and incidents and proceed profitably from such practical and special points of interest to a consideration of personality in all its large and subtle aspects.

Whether this material actually promotes desirable observations which lead parents from important simple beginnings to an ever-increasing appreciation of the complexity and subtleness of behavior and personality remains to be proved. Evidence, so far collected, seems to indicate that such material does much to stimulate observations and study and that it is useful to the non-professional leader in helping her assume leadership and encourage parents to assume

their responsibilities. The probable next step will be a more careful array of evidence suggesting what kinds of materials best serve groups and individuals in various situations.

INSTITUTE OF CHILD WELFARE, UNIVERSITY OF MINNESOTA

ESTHER MCGINNIS, PH.D.

As a result of the interest shown by certain members of two child study groups in 1926 to 1927, anger outbursts were selected as the topic for study in a special project in which the members would observe their own children. This was done for several reasons: Despite the emphasis placed upon the significance of temper tantrums in the literature on child care and training, practically no quantitative material on the subject has appeared in the literature. Little is known about the frequency of anger outbursts among unselected children of a given age, or the conditions under which anger is most likely to occur; while our knowledge of the most effective methods of control is confined to that given by the incidental observation of individuals, without any systematic attempt to combine these observations into generalizations. This is particularly unfortunate since, in point of frequency, manifestations of anger probably head the list of emotions displayed by children. It, therefore, seemed worth while to attempt to secure more definite information about the display of anger by young children, the circumstances under which it arises, its overt manifestations, and the methods of parental control which seem most effective for training.

Only those members of the study groups who were interested enough to volunteer were included. The value of trying to make scientific objective observations of their own children and recording them, as well as the contribution that such data would make to research, was stressed to the members. The data were obtained through daily records kept by the mothers of 24 children whose chronological ages at the beginning of observation ranged from eight months to seven-and-a-half years. Records were kept for periods varying in length from eighteen to one hundred thirty-three con-



secutive days with an average of sixty-seven days. Each mother was asked to make a record of every outburst of anger shown by the child. At the beginning of the study a general information blank was filled out by each mother. This blank included data on the number of persons and personal characteristics of the members of the household, including servants, the playmates and play facilities of the child, the education and occupations of the parents, and statement as to methods of control commonly used in managing the child. The daily record sheet included data on the physical condition of the child, amount of sleep, special conditions in the home, and a detailed description of each individual outburst.

While the records were being kept the mothers met in two groups, one in St. Paul and one in Minneapolis, for three meetings each, to discuss any difficulties they might be having with the observations. The questions of what anger is, how it is differentiated from other emotional outbursts, what various forms it takes, such as peevishness and sulking, the definitions of the various methods of control used, were subjects of group discussion. At the first meeting in Minneapolis, questions were answered by the psychologist and the parent education leader. At the second meeting a report was given by a member on the bulletin staff, *A Tentative Inventory of Habits of Five-and Six-Year-Old Children*; The Relation of Habit Formation to Mental Growth was the general topic for discussion. At the third meeting, principles of habit formation were stressed and questions about eating and sleeping were brought up by members of the group. The groups helped to keep the project before the mothers' attention, made them feel the institute was giving them something in return for their labor and answered individual questions as they arose.

Of what value are such records kept by parents? The total number of anger outbursts for the 24 subjects during 1,618 days of observation was 1,350, or an average of about six outbursts per week. From these data it was possible to work out relationships between frequency of outburst and the

state of health of the child, the amount of sleep he had had, regularity of schedule, the time of day outbursts were most likely to occur, the duration of the outburst, and the character of the after-effects. The circumstances which stimulated the outburst and the effects of the various methods of control used also were studied. It is planned to publish the material obtained in monograph form. The parents found that writing down the situation clarified their own thinking and they found themselves modifying their methods as a result of the observations.

Another project on fear is now being conducted in which many of the same mothers are cooperating. Sleep records kept by more than a thousand mothers for a week at each of the four seasons of the year have also yielded interesting data. The Institute of Child Welfare believes that much valuable material which is not obtainable in any other way can be made available for scientific study by utilizing the desires of parents to study their own children, to understand their own reactions, and to make a real contribution to research. The results are of value, however, only when the study is carefully planned, and record forms are definite, complete and simple enough to be easily kept and thoroughly comprehended.

ST. GEORGE'S SCHOOL FOR CHILD STUDY, UNIVERSITY OF  
TORONTO

HELEN M. BOTT

We began our work in parent education by asking parents to help us find out how children were being brought up at this present moment of the twentieth century. We thought that they could best do this by making systematic observations of their own children under our direction at home. Accordingly, we have as a matter of routine given group members forms to use in making observations in their own homes. These forms have been concerned with fundamental activities such as eating, sleeping, play, and emotional epi-

sodes, and have applied mainly to the behavior of young children.

It is only fair to point out that this procedure, while it has undoubted educative value, has not been easy, nor has it met with a uniformly good response from parents. Sleep records are the most satisfactory from the point of view of accuracy and regularity of returns. Play activities seem to elude the observation of the busy mother, and emotional episodes seem difficult for them to record objectively. Elimination and eating habits are well recorded as a rule if the mother is intent on overcoming the difficulties that assail every novice observer, and especially if she is working under the direction of the clinical consultant. When such records are asked for as a matter of routine in a group the returns have not been so satisfactory.

We suspect that these difficulties lie with us rather than in any real unwillingness on the part of parents to cooperate. We are therefore applying ourselves to a revision of our record forms in order to bring them well within the compass of what parents, not specially trained for this work, can be expected to do. In the main, short observation periods, focusing the attention on simple unambiguous forms of behavior, and devising ways of recording briefly, seem to be desiderata in the framing of successful forms for home recording. Experiment and inventive skill are specially needed if returns are to be adequate. Forms must be adapted to the conditions under which they are to be kept and to the needs and capacities of the persons keeping them rather than to our preconceived ideas of what we want to find out.

Our emphasis is less on the research value of home records which may be open to question, than on their undoubted value as a means of training parents. In the first place, the parent who makes a record of a given home situation learns many things about it of which she had not hitherto been fully conscious. If she is alert and active in her thinking she will draw her own conclusions and modify her practice accordingly.

But for most parents the convincing value of home records lies in the use which is made of them in group teaching. Just as the record forms have to be planned specially to secure the maximum response from parents, so the use which is made of the records in a group calls for the evolution of special techniques. In the first place, members who keep records must see some results. If they keep handing in forms of which they never hear again they naturally come to question their value. If, however, the group leader takes the observations contributed by her group, works them over, and then presents them at a meeting in such a way that the implications of the differing procedures are made plain, the members gain, not only from their individual experiences, but also from the group experience. Deviations from a normal procedure easily are made apparent by this method, and the individual parent can draw her own conclusions on the basis of what she herself has recorded. She now sees her experience in comparison with others rather than merely hearing the general comments or criticisms of others. More and more this seems to us the truly effective method of group teaching. It makes available to the group the knowledge which it already possesses by putting it in orderly and usable form. The data have a special appeal because they are the group's own rather than those from secondary sources. Moreover, by enlisting the active cooperation of parents in the analysis of their own procedures they not only come to appreciate more clearly the significance of what they do, but they are made alert for more knowledge, both from books, and from a further exploration of their own experience.

An illustration may show how this method can vitalize teaching. We have a group studying questions of discipline. The leader of this group might have presented her own views of discipline, or have directed a survey of the literature on this topic, but instead she devised a form on which members of the group noted any occasions on which they found it necessary to deflect the activity of their young children. They were instructed to record: (1) what the child

was doing, (2) what they did, (3) the child's reaction, and (4) their own judgment as to whether they had dealt satisfactorily with the situation. These observations, brought in at regular intervals over a period of months have supplied an unusually rich body of material for group discussion. Practically every form of adult control was represented in the first two sets of records; the series enabled us to see if earlier suggestions as to changed methods bore fruit. The value of such group discussions depends largely on the leader's skill in making clear the implications of the incidents recorded, in relating them to general principles of child training, and finally in reinforcing the limited experience of the group with all the resources of the literature on the subject.

If home observations are to be the core of the teaching program, leaders must be trained for this work. There are several ways in which this practical training may be given. Most of our leaders are parents, and we have always expected them to make, at home, the same observations that they expect of parents in their groups. As a matter of fact, our staff themselves usually try records carefully before using them in groups. This helps us understand the difficulties and significance of the records that are being kept. In addition, leaders in training have regular practice in making directed observations in the nursery school. This is invaluable both for the training in observation, and for the body of information about behavior of children in school as contrasted with that in the home. However, more training is plainly needed; therefore we contemplate two further phases of training for our leaders which should enable them to use more effectively the observations contributed by the group, training in home visiting, and a seminar on home observations.

It is important that the group leader should know the homes from which her members come. This affords some check on the accuracy of their reports, but mainly it makes her comments more pertinent, and enables her to evaluate home factors more accurately. In the group described, which is studying problems of discipline, the leader is now making

home visits to observe children and parents. She plays as far as possible the part of an inconspicuous onlooker, rather than of an examiner, but she is often the recipient of a wealth of confidence from the parent. No attempt has been made as yet to evolve any stereotyped form for the recording of these visits. The welcome which the leader has unfailingly received in all the homes she has visited is evidence of how much parents are in search of help. A leader who uses with discretion the insight thus gained will undoubtedly be able to guide group discussions more effectively than she otherwise could.

Our second plan is a seminar on home observations to be conducted by the staff member who is responsible for keeping records in parent education. Student assistants responsible for giving out and collecting records in each group, as well as the leader who presents the results of record keeping, will be members of this seminar. Special difficulties in record keeping, discovered through individual conferences with parents, will be reported in this seminar and methods devised for dealing with these. The members of this class also will be taught how to organize collected data into form for presentation at a parent meeting. Leaders will take these charts, tables or graphs back to the group for teaching, and will report again to the seminar on the success of this procedure. This scheme is merely projected and remains to be worked out, but we hope in this way to make a concerted, systematic attack on the central problem of home observations.

It seems to us that nothing so effectively can illuminate home procedures as the contrasts afforded by the nursery school. Heretofore it has been possible only for our leaders in training to have regular access to the nursery school. We hope shortly to be able to take parents in our groups for observation in the nursery school, not for one or two isolated visits but for several occasions, so that they may see all the services and activities of the school. Such visits would involve directed observations, followed by discussion with the leader, if they are to yield maximum results. Participa-

tion of parents in the nursery school program should be rewarding. Emphasis upon particular points to observe should add greatly to the significance of discussions in parent groups. We look forward to this as a next step in the training of parents.

## THE USE OF NURSERY SCHOOLS

The nursery school has served almost universally to provide a means for the observation of children by both students and parents, but in only a few centers has it been used to educate parents by allowing them to participate in its activities. If parents as well as other individuals learn only what they do, it seems reasonable to suppose that mere observation without participation will do little to teach parents the more progressive ways of dealing with young children. Thus far the demands upon nursery school teachers have made this additional task inadvisable. It is to be hoped however that more centers will permit parents to become assistants in the nursery school under the supervision of teachers who know the problems of parents and who will be able to teach the parent as well as the child.

### OBSERVATION

*Merrill-Palmer School, Detroit*

WINIFRED RAND

Various methods are tried at the Merrill-Palmer School with the parents of the nursery school children. Parents' meetings have been held for some years in the evening following a supper and social hour. At such meetings parents meet and become acquainted with each other and the staff. The point of contact with the teachers is a joint interest in a little child, between parents it is a joint interest in becoming better parents. At evening meetings fathers and mothers hear together a point of view expressed, or a principle in child training suggested which is new to them. Hearing *together* has its advantages. The child at home is less likely to have one method tried by one parent and another by the other if *both* parents accept the new idea. Thus he will inevi-



tably be saved from a certain jangle of minds which must be the lot of the child who experiences first one method of treatment and then another.

Discussion groups have also been formed at the school, for every one held in the daytime with an attendance of mothers only, there have been two evening groups of fathers and mothers. Reports and personal interviews have been used for educational purposes. These have helped the parents view their children through the objective eyes of the staff, who see each child in relation to the group, who have gathered facts about each child, and who evaluate these facts in relation to the children as a group, thereby giving a fair-minded judgment which can be trusted.

Observation of nursery school procedure is required of parents, so far as possible for fathers, as well as for mothers. The requirement calls for a period in the nursery school from nine in the morning through the dinner hour, when the parent is given charge of one table of three or four children. Parents are given questions to direct their observations, and are told that they are to serve as student observers, not as visitors in the school. The questions are to be answered and returned. Other outlines are in preparation for use in subsequent observations. The purpose of the first outline is to help parents observe methods of procedure and techniques in handling certain types of behavior, and deduce the principles underlying the procedure, in order that they may view their procedure with their own children in the light of their observations.

The father of a very much over directed little boy spent a morning in the nursery school and went away shaking his head ruefully and saying, "I should have done this before." He observed during a morning when twenty-two children played and worked freely and happily, conforming to requirements when necessary and yet receiving few direct commands. He realized that there was little undesirable behavior, that teachers seldom interfered, that there was little quarreling, and that the children usually settled things themselves, that the policy, as he expressed it, was usually "hands

off" but not always so, and that when the teacher did step in she had a reason for doing so. Never before had this realization come to him with quite the force that it came to him after that morning in the nursery school, and one had faith that in the future there would be less of "Jimmy, do this and do that," and likewise less of "Jimmy, don't."

*University of Cincinnati*

ADA HART ARLITT, PH.D.

The use of nursery school observation as a part of the parent education program in the University of Cincinnati has developed in response to the need for making parents realize the importance of adequate guidance of children during the preschool period, and from the needs of the parent groups themselves. Parent education had gone on in the parent teacher association in Cincinnati for thirty-five years, but had not been carried on as a university function. Observation in the nursery group was one of the means used to arouse interest in parent education under university auspices. Many individuals who would not otherwise have been interested in joining groups came to the university, observed the behavior of the children and the methods used with them, and as a result joined groups in their neighborhoods. In a few instances, new groups were started in a section where no parent group heretofore had functioned.

The needs presented by the parent groups themselves were, however, the main reason for using the nursery group as a center for observation. Parents needed to see actual children objectively and at leisure. In their own homes they were in contact with only a few children and these usually their own. Difficult situations usually made parental guidance or interference necessary, and therefore could not be observed as a whole, or objectively because the parent was so much a part of them. Seeing the children in the nursery made parents more aware of the significant phases of child behavior and the methods of meeting difficult situations, and of the fact that in spite of wide individual differences among

children there are certain conditions under which problems become general. It is sometimes difficult for parents to determine whether situations are deeply significant or merely deeply annoying. When the same behavior is observed in a nursery group with some one else in charge, the difference between the significant and the non-significant situation is more clearly seen. Moreover, few parents are able to determine without the observation of more children than they can come in contact with easily at any one time whether behavior is characteristic of a particular child or of a stage through which most children pass and which will, if adequately handled, leave no undesirable effects. Few parents are aware that learning cannot go on before a child has reached the stage of mental maturity necessary for a particular ability to be acquired. A number of parents have complained that their children, between the ages of two and three, could not count objects correctly, or could not tell the right hand from the left. Observation of normal children in a group demonstrates the fact that some things can only be learned when a child has reached a certain age level; they cannot be taught even with force before this.

Observation in the nursery group has other advantages. Methods and materials for the education of young children can be seen actually in use. The parent can observe which methods are successful and which meet with inadequate response. She can see to what extent the materials presented to the child tend to produce hyper-activity or to lessen activity, and so on. Where actual principles need to be made clearer after a group discussion, the parent can by a series of questions presented to her in written form before she observes in the group, have her observations so guided that she can see the operation of the principles discussed in the class. These concrete illustrations add greatly to the vividness of class material. To meet all of these needs, group observation was introduced during the first year of the nursery group and has continued to be a part of the program to the present time.

Visits to the nursery group are not scheduled at any set

time in the program of any study group. When the trained leader feels that a visit to the nursery would help in clearing up or amplifying the material which is being presented, a visit is scheduled. No more than twelve visitors are scheduled for any one observation period. The leader supervises the observation and conducts a round table discussion.

Observation is conducted in the following manner: The mothers enter the group and watch the activities going on. Each parent has a list of suggestions as to what to observe. One such list for observation of points of general interest follows:

How is the child's health looked after? Note all of the different ways.

Which play equipment is especially good for the development of healthy children?

Which play equipment is especially good for the development of a child's imagination?

Which play equipment causes several children to work together in a helpful way?

Do you see any children who are doing real thinking on problems suited to their age?

Why are most of the children getting along happily together?

Why is there so little rough play?

Are all of the children busy in the proper way?

How many good habits do you see being formed?

How are the children learning to be orderly?

Do you see a child learning to be independent? How is he learning this?

Do you see a child learning to take responsibility? How is he learning this?

Do you see a child learning to cooperate with other children? How is he learning this?

After observing for from one to two hours, the mothers gather around a table in an informal classroom and discuss all of the problems brought up by their observation. They ask many questions as to why one method was used rather than another in meeting a particular situation, what

advantage certain toys have over others, and the like. General discussion of the observation usually leads to a discussion of individual problems and of the applications of the principles in use in the nursery to individual homes. Through this type of discussion, even the theoretical points treated in the study groups begin to have practical significance. At the meeting which follows the observation period, further discussion is carried on based on the concrete situations observed in the nursery. These are brought up nearly always without any prompting from the leader.

#### PARTICIPATION

##### *Northampton Cooperative Nursery School*

ETHEL PUFFER HOWES, PH.D.

The Northampton Cooperative Nursery School was organized by the Institute for the Coordination of Women's Interests, in the year 1925 to 1926, as one element in a wider program of experimental research looking toward the improvement of the conditions of women's use of their education and training.

The leaders were the director and the demonstration manager of the institute, who became later the principal of this nursery school. The organization was accomplished after a full academic year of preliminary discussion and directed reading by the parents, culminating in a series of organization meetings in which a detailed nursery school plan and budget were presented by the leaders. The result of this prolonged discussion was that the parents fully understood the aims of the school, and were ready for any degree of participation. They organized a voluntary association accepting a large measure of financial responsibility for the school. They were also willing to give active help as assisting parents in the daily routine. The fact that they realized fully that they were necessary to the school, that without this practical help the school could not exist, gave them, from the first, a vivid personal interest and motive for activity.

This active interest in the success of the school carried over into their educational relation to it. This was developed in two ways: First, all realized that the school could accomplish its best results only through a grasp of its aims and methods by the parents that would carry over into the homes; and that this would come only through actual practice. Accordingly, every family with a child in the school was required to take part in a regular schedule of assistance. About half a day, once in two weeks, was contributed usually by mothers, occasionally by fathers. The *Routine*, as thus developed, left literally no procedure with the children, except the physical examination, in which the parents did not participate. It became a sort of apprenticeship which illuminated all the personal problems of the individual parent with the child. Second, after the formal organization as a cooperative association, the parents continued their combined business and discussion meetings as a study group of the usual type, with occasional lectures from outside experts. The only marked difference from most study group meetings was the very general participation of the fathers. The Parents' Organization also, through its Executive Committee, took an active part in planning the daily routine and diet, the individual conferences, and in considering school personnel.

The plan was not at first consciously formulated as a plan for parental education as such, at least, not in all its details. We have, however, since come to realize that the very first steps, in which the active cooperation and assistance of the parents was called out, were of the greatest theoretical importance. We believe, indeed, that a nursery school which is not cooperative in the real sense, that is, in the sense that the work of the parents is needed, and known to be needed, to carry the school, misses its greatest opportunity. Put in the most general form, I would say that we have learned from our successful experiment that the most effective instrument of parental education is participation by the parents in their children's education under direction.

I may venture to add that the present arrangement, by

which the college has taken over a number of the functions at first exercised by the parents, has, in the opinion of many persons, led to a definite decrease of interest by the parents in the school.

*The Children's Community*

HERBERT R. STOLZ, M.D.

Of the numerous experiments in parent education which have been carried on in California during the past three years, one of the most interesting is that connected with the cooperative nursery school known as *The Children's Community*. Perhaps this is because parent education was, at best, a secondary objective of the original plan and gradually emerged as a surprisingly important result.

The Children's Community is made up of some twenty-five to thirty children between the ages of two and five. It is supported, managed and staffed by the mothers of these children. The mothers elect a director and two supervisors from among their number. These are paid a nominal salary and serve daily. With two or three exceptions, the other mothers serve for one day each week under the direction of the supervisors. Although the personnel of the group is constantly changing, a majority of the children remain for more than one year; some of the mothers have maintained their active connection with the Children's Community for the full three years.

That the experience of participation in the Children's Community has resulted in parent education of a most unusual sort is becoming more and more evident each year; how this learning is brought about is not quite so clear. The opportunity for directed observation of children probably plays a part in the learning process. As Doctor Edna Bailey has so well pointed out, the first step in studying one's own child should be the study of children other than one's own. At the Children's Community each new mother is required to observe before she is permitted to assist. For many this is the beginning of an increasing interest in the study of

child and adult behavior. The absence of distracting household duties, the pleasant leisurely atmosphere, and the stimulation of comradeship seem to favor thoughtful observation.

The modifying of attitudes and habits seems to be favored by a new environment. At home the compelling bonds of habit, strengthened by subtle support from the familiar physical surroundings, are difficult to shift. At the Children's Community a mother can modify her practice more readily because she is dealing with other children in new physical surroundings. Later on she gains confidence sufficient to attempt innovations with her own child at home.

Another and perhaps most important reason why this co-operative nursery school has achieved such success in parent education is that the venture is truly cooperative. Meetings of the mothers have been frequent, and discussion has not been chilled by the presence of professionals or experts who directed the school from above. The mothers themselves are responsible, and this spurs them to learn. They have definite problems in common as they attempt to guide the same children, and thus sympathy is strengthened. They are embarked upon an important venture, and in the pursuit of ways and means for success they inevitably observe more keenly, modify their practices, broaden their sympathy. In short, they become better educated parents.

### *Cambridge Nursery School*

MARTHA H. CHANDLER

Parent education at the Cambridge Nursery School has three distinct phases. The first, is the monthly mothers' meetings for each unit, the semi-annual joint parents' meetings of the two units together, and the fall *Institute* for the training of parents for participation in the school program. The second, is the individual conference work between parent and director. The third, is the actual participation of the mothers, and occasionally fathers, in the school activities.



It is with the last and, perhaps, most important phase that this report deals.

In each of the two units of twenty children there is one trained director in charge; assisting her is a regular student assistant, a student in training, remaining only a few weeks and being succeeded by others, and a cooperating mother. It is understood that the director and her regular assistant shall assume continuous leadership of the groups, assigning to the mother and student such duties and leadership as make for the greatest possible good of the group. In giving the mother charge of any activity, however, it is assumed that the children will recognize her authority. For instance, if the mother is in charge of the outdoor play, she must not only take responsibility for the physical well-being of the children, but she must guide the play wisely, step into disciplinary problems whenever necessary, and know how to do these things as a nursery school leader should.

To promote efficient leadership we held last fall a Parents' Institute, at which were discussed: (1) the place of the nursery school in the plan for our children's education; (2) suggestions for assisting mothers in leading these activities, (3) the activities of the nursery school. A list of definite points was drawn up, such as, Keep your voice low, Never put a child up on the apparatus, When the story hour is over put the bookshelves to rights, and presented in practical form to the mothers. This will be repeated in somewhat similar manner next fall, with more emphasis on the special contributions which can be made by cooperating fathers.

The special aims of this program of parent participation are twofold. First, it is an excellent way of demonstrating nursery school ideals and methods to the parent; moreover, a parent is enabled to study his child in relation to other children, and to draw conclusions. Second, it is an essential part of the plan of leadership for the school; the mother's help is actually needed and counted on. It has been found best to urge a mother to come at least once a week over a period of successive weeks, rather than intermittently, in order to know the children better. A corollary of this ser-

vice is direct and willing help in keeping the school in running order, through a library committee and a home committee. Also one father dug up the garden and another put up a thermometer. This phase of parent cooperation carries over into the other phases. Often some mother prepares a paper on the basis of her observation in the school for the mothers' meeting. In individual conferences the mother and director can discuss situations which they have both observed, and so come to much closer understanding.

One interesting result of this method is that the mothers have undertaken this summer, for the second time, to carry on a summer school. The Cambridge Nursery School organization has lent them the use of grounds and equipment, but they are directly responsible for financing the enterprise, they themselves assisting.

Out of this working together grows a very friendly fellowship, born of common ideals and shared endeavors.

## VISUAL INSTRUCTION

The motion picture in connection with group education of parents has introduced a dramatic means of teaching which hitherto was possible only by attending a nursery school or other teaching center where children could be observed. As a means of educating parents it has developed slowly, probably because of the difficulty of photographing incidents that should not be staged for the occasion. Many of the pictures so far produced have been used to give information on health, safety, and other similar topics. The newer pictures are endeavoring to present the behavior of children in home and nursery school situations and are used as a basis for the analysis of children's problems and to illustrate aspects of their development.

### UNIVERSITY OF CINCINNATI

ADA HART ARLITT, PH.D.

The method of visual presentation by means of motion pictures has been used at the University of Cincinnati only in connection with two topics: *Development from Infancy to the Third Year*, and *Toys, Games, and Play Materials for Young Children*. The use of motion pictures in connection with teaching parent groups developed from certain needs of parents not fully met by the other methods of presentation.

It is impossible to make many points clear in both of these topics unless actual experience can be had, during which significant phases are pointed out. The motion picture camera supplies the actual experience, in some cases, far better than would the group itself. In a nursery group the visitors see only such episodes as come up naturally. They may wait over a long period before they see the activity

which illustrates the particular points they are studying. The motion picture presents illustrative material in the sequence and at the time at which it is most valuable. Moreover, the same episodes can be shown over and over, at slow speed if desired, so that the activities of the children may be clearly observed and analyzed. The pictures are convincing because they are real. They have the additional advantage of visual presentation for those people who can learn more easily by seeing a happening, than by hearing some one talk about it.

The films on the development of children at different stages are far more valuable than the observation of a single child. It would take much too long to illustrate the significant phases in the development of a child from infancy to three years of age, since the entire period would have to elapse before the parent groups could see how this development had taken place. The film, on the other hand, presents in the space of half an hour the significant phases of infant and early childhood development.

The advantage of the use of motion pictures in programs for many types of groups is obvious. Many groups are too distant from a nursery school to be brought in for observation of actual children. The motion picture can be used at any time and in any place. Groups which meet at night could not, except in rare instances, have the experience of observing an actual nursery group. If such a group were conducted the children would be too tired to behave in a natural manner. The motion picture can reach a much larger group than it would be wise or convenient to have as visitors to the nursery.

Motion pictures are used by our trained group leaders in presenting material on toys, plays, and games for young children, and in presenting material on the development of children. In each case, the film is shown and a brief comment made on each significant piece of material presented. At the end of the film, the group discusses in detail the problems which the material has brought out. The leader speaks only during the visual presentation, and in answer to questions, and to summarize the group discussion. Usually the

proportion of time spent in commenting on the film, in answering the questions which the group itself does not answer, and in summarizing the discussion is somewhat less than half of the total time of presentation.

A series of films is now being made to use in connection with the discussion of such other topics as habit formation, training in emotional control, imagination in early childhood, and the like. The method is used in combination with the lecture question method and the discussion method. It has a different place in the series with different groups, depending upon the order in which the groups wish to have topics presented. Toys, games, and play materials are usually presented from November to shortly before Christmas because of interest in buying Christmas toys, and films of outdoor play are sometimes presented just before the close of the spring session.

The motion picture presents research material in such a way as to arouse the interests of parents, even those whose educational background has been unusually limited. Research material to be shown in films is now being organized for presentation to parent groups. In addition to presenting research material, the motion picture is used to arouse the interest of parents not in contact with study groups as a means of initiating or provoking discussion, to illustrate specific principles, to show equipment and materials, or as the chief means of presenting information.

## ASSIGNMENT AND REPORT

The assignment, and report and the study outline are other devices used by study groups. Both of these tend to be combined with group discussion or, at least, an informal forum period. Frequently they are used together. The leader may ask all of the group to read a magazine article upon which a list of questions is based, and assign to one or more of the group certain references on a special topic for the next meeting. At the meeting the leader calls for the reports which serve to introduce the topic, and to supply an organized presentation of the opinion of one or more authors on the subject. The leader then starts a discussion of the questions the outline provides which are intended to bring out the pertinent points of the material, and to stimulate contributions from group members from their own experience. The meeting closes with a summary of the discussion by the leader.

The use of these devices has been encouraged in groups that are beginning their study under new leadership and is especially desirable where trained leadership is not available. The following article illustrates the use of the assignment and report.

### STATE UNIVERSITY OF IOWA

ESTHER N. COOPER, JR.

For the purposes of this report I shall use two groups, one of which is led by a member of the parent education staff from the State University of Iowa; the other by a woman resident in the community.

The first is a group of twenty-eight women in the child study department of a woman's club in a small town. Meetings are held in members' homes once a month from Sep-

tember to May. The program for the succeeding year, including topics for study and a short outline, are printed in the club yearbook each May. At this time the members who are to be responsible for the preparation of the lessons, namely, those who read the references and make reports, are appointed on a semivolunteer basis. The topics for study are chosen by the staff of the university from among those suggested by members of the group. The university staff also makes the outlines for the yearbook. The university staff works out the lesson in detail, selects the references that will be used, and assigns a given reference to each one of the group appointed to report. The assignment is usually one specific reference on a question or topic. Some reports are in the form of organized abstracts, others are outlines from the readings, still others an actual reading aloud of the article or section of the book assigned. Some few members have given a well thought out discussion of the questions raised by the author of the reference. The form of the report depends, of course, on the ability and training of the woman, and to some extent on the interest of the material itself, the importance the woman attaches to doing the work, and the actual time at her command.

The procedure in this group is usually as follows: The reports are given first. During this time the chairman, who is called leader of the club, presides. The meeting is then turned over to the university staff member who conducts a discussion of the general subject by the usual study discussion method. Sometimes she gives a short talk herself if all of the pertinent material she wished has not been introduced.

The second group, of twenty-four women, is under a local leader who is trained and supervised by the university. It is organized in a parent teacher association in a school district of one of the larger cities of the state. Meetings are held in homes of members for an hour and a half twice a month from January to May. In this group the leader herself first gives a short talk defining, explaining and illustrating the terms of the subject to be discussed. After this sev-

eral members give papers on questions previously assigned to them. These papers, sometimes three in number, take from two to nine minutes to present, and, like those referred to in the first group, vary in organization and content with the women who present them. In one or two cases the members may explore further. A general discussion, stimulated by questions from the leader, follows the reports.



## CASE STUDIES

The use of case studies is illustrated in two of the reports which follow. The first of these shows how the case study may be utilized to clarify a problem which has arisen in the group, and the other how it may be used to present the problems which are discussed in a series of meetings. Since the case material furnished by parents is too personal to be discussed freely, and since it may not present problems in a way which would be profitable to the group, case studies increasingly are being used as illustrations of common family perplexities. In some groups they are used to initiate the discussion by stimulating thinking, and as one of a variety of methods of presenting new subject matter; in others, they sharpen or clarify the interpretation of a family situation which has been under discussion; in still others, they stimulate the efforts of the group toward behavior analysis and train them in becoming skillful in arriving at sound recommendations.

The danger of case studies may lie in their over-emphasis on undesirable behavior. In order to appear clearcut and interesting, they risk exaggeration. Their use to the exclusion of other forms of material, may tend to encourage glibness in the interpretation of behavior. Frequently case material, in order to be understood by untrained parents, is so over-simplified that it becomes misleading.

### PARENTS' COUNCIL OF PHILADELPHIA

#### MARIAN B. NICHOLSON

The use of the case study in parent education is a special method only in the sense that at some time in the ongoing experience of a group of parents the leader believes that the discussion of a family situation, which has been subjected to careful study, will assist the members of the group to a better understanding of their own situations. It is introduced as a short talk might be introduced at another time, as a

book might be recommended, or as a suggestion might be made.

The discussion of case studies in parent groups appears to have special value in assisting parents to see their own problems more clearly. Parents are able to discuss fairly objectively family situations other than their own. They seem to gain a release of guilt in realizing that problems similar to their own exist in other families, and begin to acquire an appreciation of the relative unimportance of children's problem behavior and the importance of children's personality needs.

The following report is taken from a fuller report of the eighth meeting in a series of twelve in a public school study group. The neighborhood is an industrial one, and the educational background of the mothers seventh or eighth grade. The usual attendance at the meetings is twelve or fourteen.

The case study brought to the group described the symptoms complained of by the parents of a boy of six. The child was about to be expelled from school because of disobedience. He had been a feeding problem, and was still wetting the bed. The mother, twenty years younger than the father, had been somewhat of an invalid since before the child's birth. Her own childhood had been marked by unsatisfactory relationships with both parents, and particularly with her father. This was a second marriage for the boy's father.

Leader: How do you explain this child's behavior?

Mrs. S: I don't think she wanted the child.

Mrs. F: Maybe she was too set in her ways by the time she had him.

Mrs. S: I think his mother has given him a reputation and now he is living up to it.

Leader: How do you think one could work with this mother to give her a different attitude to the child? She is coming regularly to see the doctor with the child, and since the second visit his trouble has cleared up. He gets "excellent" in conduct in school and is better at home.

Mrs. F: Don't you think the mother could treat the child at home like the doctor treats him?

Leader: How could she if she doesn't feel the same way? The mother says the improvement is because the boy had his tonsils out recently.

Mrs. D: What does the doctor do with him?

Leader: They talk together. The child has got into the way of drawing pictures and telling the doctor what they mean. At home or at school whenever he is threatened with anything because of his misconduct, he pays no attention. Yet it came out in these stories that he has many fears. He thinks it is wicked to go to the toilet. He has a fear of going and draws pictures of children going and being punished. Lately he has been drawing pictures of himself and another little boy who is part of himself. The other one is the one who got punished because he is bad. He has the same last name as the little boy but a different first name. The boy used to talk about punishing this other one for wetting the bed, but he is now beginning to think that if he could be nicer to this little boy he would not be so bad.

Mrs. B: Where did he get the idea that if he is more friendly with the other self he won't be so bad? I think if he has that feeling there is something behind that. He is looking for some one to deal that way with him.

Mrs. S: That is what I think.

Mrs. M: The doctor is being that way with him.

Mrs. B: He probably feels that his mother is not doing to him what he wants to do for his other self.

Leader: It is interesting to know what goes on under surfaces.

Mrs. M: Where did he get the idea that he would be punished if he went to the toilet?

Leader: His mother had a terrible time training him and has made him sit on the pot for hours. The mother started training very early.

Mrs. M: I imagine she wanted the child to be a model and it is not in any child.

Leader: It seems to me what that mother got across to her child in her attempt to train him had nothing to do with training him in going to the toilet. She told him he was "bad" to wet himself and "bad" to soil himself or the bed. It is obvious what got across. Anything to do with these processes was "bad." The child never made the connection between the facts that evacuating on the toilet was good and evacuating off it was bad. Everything connected with it was bad.

Mrs. M: I wonder why this mother is sick all the time.

Mrs. S: If I was married to a man twenty years older than my-

self I would nurse every little pain I had too and get all the petting I could.

Leader: How do you suppose the mother got that way?

Mrs. M: When the child was born, that took away some of the love of the father.

Leader: This woman had not had any satisfactory relationships in her own family. She married in order to get a father. The husband didn't realize he was marrying a child. She didn't get the care and attention she wanted and so has been sick ever since.

Mrs. D: You feel a bit sorry for her too, don't you? (To leader) I do. I think she wants her child to grow up nice and she can't get him to. I feel sorry for her.

Mrs. F: But that child wants some love and the mother don't give it to him.

Leader: Yes; the mother is unable to because she can't take the responsibility. She insists that the child is bad and it is all in the child and nothing in what she does. The doctor is trying to get her to look within herself. If she could be brought around to see that it is in her own self that she will find the cause of the trouble. . . .

Mrs. S: You can imagine that home. She probably has her head all tied up when her husband comes home at night.

Mrs. D: I can't imagine how you can hold a man like that.

Mrs. R: I've been waiting to hear what you think about it.

Leader: I think there is a great deal in what you have been saying. (Summarizes and adds interpretation worked out by clinical group working with the family.)

Mrs. B: We ought to bring her up here.

#### NEW YORK STATE, DEPARTMENT OF EDUCATION

#### MAY E. PEABODY

As part of the state program in child development and parent education of the New York State Department of Education, a course in child development was carried on with a group of fifty-two rural teachers in Lewis County in 1929-1930. This is one of the most sparsely settled Adirondack counties. Many of the farms are now owned by foreign-born and foreign-speaking people. The teachers meet three times a year at the expense of the state. Arrangements for other meetings are difficult owing to distances and the condi-

tion of the roads. The work has been carried on through monthly letters and reports. The year's experience has opened up many phases of service and thrown considerable light on ways and means, difficulties and possibilities for another attempt at such a course in 1930 to 1931. The purposes of the first course were to: (1) lead teachers to recognize behavior and personality difficulties as well as assets in children, that they may provide a fuller educational opportunity for every child; (2) study how children grow mentally, emotionally and socially, and the relation of this growth to educational procedure; (3) study the home school relationship of the child as a means to more effective teaching; (4) lead teachers to view their own attitudes objectively and to see how these attitudes affect teacher-pupil relationships.

The work has been based upon a course of study consisting of questions and case studies. The specific problems to be studied were selected by the group. The order of problems presented has been based upon the degree of difficulty as seen by the group itself.

At the first conference, the Wickman Schedule B2<sup>1</sup> was used as a point of departure. In listing the common difficulties, the teachers named the following in order of their degree of difficulty:

Stealing	Unsocial
Untruthfulness	Heterosexual activity
Lack of interest	Profanity
Cheating	Easily discouraged
Unhappy	Carelessness in work
Suggestibility	Nervousness
Unreliableness	Fearfulness
Destroying property	

The following case study was the first one sent to each teacher. Questions were asked to stimulate thinking and study of the problem:

<sup>1</sup> Wickman, E. K. *Children's Behavior and Teachers' Attitude*. See Bibliography.

A child in the fourth grade takes a compass from the desk of another. He denies the act although the compass is found in his desk. He has been suspected of other similar irregularities, but always denies. He is eight years of age and very bright. His father deserted his mother and she supports the boy and his six-year-old brother by being a secretary at a very good salary. The mother is gone from the home every day, commuting to New York. The boys are being cared for by their grandmother who is fussy and expects strict discipline at home. The boys have no pocket money because, in the words of the mother, "everything is provided for them." They cannot buy candy, for she buys the best for them so they will not run the danger of buying cheap candy. The boy is unpopular with other children because he is a baby and cries easily. As a consequence he is often teased and picked-on by the other boys. The two brothers stay together and play together most of the time. According to the teacher's reports, the older boy is addicted to masturbation.

In this grade, the teacher is patient and kind but is quite "set" in her attitude toward stealing and lying. She hates to think that "such a thing could happen in her room." She is bothered also because the boy lies to her and she cannot make him tell the truth. The mother is very emotional and wept when she told of her hard time. She believes what the children tell her of their troubles at school and takes their part. She gives them many toys and gifts.

### *Questions*

What is wrong in the home situation?

How does the mother help cause the difficulty?

Is the teacher helping the situation?

Is a compass of interest to a fourth-grade child?

What could the teacher do to satisfy the curiosity of all the children?

Can the teacher handle the situation without knowing the home situation?

Which one of the following reasons do you think made the child steal and lie?

Unsatisfied curiosity?

Habit of always getting what he wanted?

"Getting away" with other things with his mother?

Wishing to receive attention from teacher?

No training in regard to property rights?

Desire to be focus of attention among children?

Instability of home environment?

Fear of punishment?

Would a weekly allowance of money help the boys?

Should the teacher be shocked, angry, hurt or accusing?

*How Would You Handle This Case?*

Let the children in the room decide what is to be done?

Make the child give back the compass before the whole school?

Punish the boy publicly?

Hold a conference with the boy's mother?

Spend many minutes with the boy alone to understand his whole situation?

Do nothing?

Send the boy to the principal or superintendent?

There are certain psychological principles involved in this case. From your reading can you tell what they are? Write them down here and bring this paper to your first group conference.

1. ....
2. ....
3. ....
4. ....
5. ....

After studying the case, each teacher was asked to select some similar problem in her own school and analyze it according to the following form. One actually filled out by a teacher serves not only to illustrate the form but to show the teacher's reactions:

Select an actual case that best illustrates the problem of inattentiveness.

Study the case according to the form below, then fill out the blanks.

Name of Child Lillian Hutchins Age 14 Grade 5 No. of children in home 11

Summarize in a few words the case. (See how the problem is stated in course.)

Child is inattentive in class work. She day-dreams. Never acts pleased. Never seems to enjoy her school work, but acts as though she does it to keep up with the rest.

Is the child in good health? Yes Is she of average weight? Yes  
Height 5 ft. 4 in.

Are there physical defects? No What? \_\_\_\_\_

Is the child below average, average, or bright in school? Below

What studies does she excel in? Writing and English

What are her difficult studies? Arithmetic, geography, history

What special abilities has she? Desire to help others and keep  
school orderly

What special interests has she? Do not know of any

How does she act toward other children? On the playground?  
Does not mingle

In the schoolroom? Does not mingle

Do other children like her? Not especially

What attitude does she have toward her father? Respectful and  
loving

Her mother? Loving Her teacher? Courteous, kind and re-  
spectful

Other grown-ups? Distant toward

Is her home situation happy? No Does she have books in her  
home? No Music? Yes

Does she read books? Yes Magazines? Yes (State her fav-  
orites.) Children's magazines

What does she wish to become when she grows up? Does not know

What other traits that seem objectionable to you does she show?  
Not particular about personal appearance. What is her best  
trait? Courteous and kind

What is your method of handling the above difficulty with this child?  
Trying to make school and school work interesting and enjoy-  
able in order that she may become interested

Add any other information you think necessary here.

One reason, I think that makes this child keep aloof from the  
other children is the fact that her clothes are "cast-offs" of others  
and are seldom clean.

· Signed by teacher.



This procedure was followed for the first semester. The case studies presented were on lack of interest; cheating, with its allied subject, lying; and the unhappy child. The course for the second semester took up the general subject of emotional maturity. The attitude of courage, ability to put forth sustained effort, and appreciation of another's viewpoint were studied. The method was similar to that employed for the first semester, with more elaboration of material, and more concrete situations to overcome the tendency to secure exactly similar situations.

*Personality Adjustments of School Children*, by Caroline B. Zachry, and *The Mental Hygiene of Childhood*, by William White were the two books recommended for study and reference. Each teacher purchased these books.

At the final conference, several case studies made up from the ones sent in by the teachers were mimeographed and distributed. These were analyzed by the group to serve as a summary of the year.

An analysis of the entire work for the year was made. A second attempt with another group of rural teachers will be made in 1930 to 1931 as a result of this first year's work, incorporating in it the suggestions, information and conclusions indicated by this study. One must keep in mind that in this study the attempt is made to discover what should be the content of a possible course in child development for rural teachers, not to prove that the course as here set up is best. This study serves to demonstrate once more the necessity of incorporating into the training of all teachers and supervisors a study of such family, parent-child, home-school situations as will enable the teachers to understand children at home and in school. The teacher in service should have similar help. The rural situation presents some difficulties peculiar to it, although these differ in different states.

## MAGAZINES AND NEWSPAPERS

SIDONIE M. GRUENBERG

An important development in the parent education movement is the increasing use of current magazines and journals as channels for the dissemination of information. A great deal of material on parent education is appearing in a variety of magazines in ever increasing abundance. The significance of this periodical literature lies not only in the large numbers it reaches, but also in the special purpose it serves of keeping readers abreast of current thought, new developments, tendencies and changing aspects of the subject.

The magazines offering material on parent education may be grouped into three classifications: (1) journals with a prime purpose of serving parents and parental interests; (2) periodicals serving some special field of education or scientific interest which includes parent education; (3) general magazines, especially those addressing themselves to women and home interests, which print occasional articles or whole departments for parents.

The magazine *Child Welfare*, published by the National Congress of Parents and Teachers, belongs in the first of these groups. It serves the many local parent teacher groups and their individual members throughout the country. It contains articles on child psychology and child guidance of interest to teachers and parents, study outlines, book reviews, and practical school and home suggestions which give it wide interest.

*Child Study*, monthly publication of the Child Study Association of America, has as its prime purpose not only the education of informed and intelligent parents, but also service to leaders and workers in parent education. It devotes each issue to a discussion of one important aspect of child

study, such as *Disciplinary Devices, Truth and Phantasy, or Adolescence*; each number contains articles by leading authorities, parents' questions, and an editorial dealing with the topic of the issue, as well as book reviews, and news notes.

The *Parents' Magazine* is a monthly which presents a variety of practical and educational material for parents. Launched in 1926, it now has a circulation of 175,000. It publishes authentic articles, popularly presented, dealing with problems of child management in the home, as well as recipes and menus, reviews of motion pictures, books and toys. The *Parents' Magazine* is published with the technical advice and cooperation of Teachers College, Columbia University; the Child Study Association of America; the University of Minnesota; the State University of Iowa, and Yale University; and whatever profits may accrue from its publication are to be used for the purpose of child welfare research.

Among the magazines which make up the second grouping, those serving special fields of education or scientific interest, are such periodicals as: *Progressive Education*, the journal of the Progressive Education Association; primarily addressed to educators, it also contains material which directly concerns parents of school children; *Mental Hygiene*, published by the National Committee for Mental Hygiene; the *Journal of Social Hygiene*, organ of the American Social Hygiene Association, and the *Journal of Home Economics*, published by the American Home Economics Association. There is also a new magazine, *Child Development*, which is intended especially for workers in child development research.

In the magazines of general popular interest we find an even wider range of material, both as to subject matter and form of presentation, reaching vast numbers of people. Practically all the women's magazines have departments devoted to either baby care or child health. *The Woman's Home Companion*, with a circulation of 2,500,000, started years ago a campaign for better babies. It still has a small

department under this heading, supplemented by reading courses and a correspondence service which readers may have on request. The *Ladies' Home Journal*, *McCall's*, *Pictorial Review*, *Good Housekeeping*, each with a circulation of over 2,000,000, have departments dealing chiefly with the health of the young child. The *Delineator*, with a circulation of more than 2,500,000, started in 1930 a department on child training, in which an article by a leading authority appears each month. Practically all of these publications offer to answer questions from readers, and most of them offer a series of letters for the expectant mother.

In addition to these and many other monthly journals, the columns of the daily newspapers are offering similar reading matter. There are more than a dozen newspaper syndicates which furnish daily or weekly articles on child rearing to newspapers throughout the country.

These attempts indicate the importance of magazines and periodicals as potential mediums for the widespread dissemination of authoritative material for parents.



## PARENT EDUCATORS



## PARENT EDUCATORS

### STATUS, TRAINING, AND POTENTIALITIES

**D**IRECTORS of parent education programs agree that the discovery and training of adequate leadership is an urgent and significant problem. The training of leaders is no mere academic performance. Parents have much to learn from one another and anyone who leads them must provide for this exchange of experience, and teach new information in the light of it. Professional teachers and specialists, in fields of interest to parents, have come to realize that classroom experience is only a part of the equipment of a parent educator. First hand acquaintanceship with the problems of children, and of family life through nursery schools, clinics, case work, and parent groups is necessary.

Parent education rapidly is coming to have leaders representing two types of experience, both of which seem to be important in the education of parents—professional leaders and lay leaders. The training of professional leaders consists largely in the education of persons, many of whom are parents, in the technical phases of child development and adult education. That of lay leaders consists in training parents, for the most part, in the leadership of parent study groups. The former usually assume full-time responsibility for a parent education program, while the latter gives part-time service in organizing and leading parent groups. Fortunately there is a growing number of leaders who belong between these two types and who are engaged in teaching, social work or some other allied activity and are parents as well.

### STATUS

The data described below have been collected from leaders of parent education programs, and although not



complete, serve to give a picture of the personnel in the field of parent education.

Answers to a questionnaire which was sent to institutions, agencies, and organizations carrying on major projects in parent education showed that about two-thirds of the administrators and of the persons directly responsible for national, state, city and university programs have doctors' degrees. Nearly all of these have degrees in psychology, education or child development. Two hold M.D. degrees.

About two-thirds of those carrying on other important parent education projects, and those associated with the leaders mentioned above, hold masters' degrees. Most of the remainder are Bachelors of Science and a few are Registered Nurses. Most of these are trained in child development, home economics and education, especially parent education. A few have majored in psychology and social work.

By far the largest group of those teaching parents as an avocation is made up of homemakers, many of whom are college graduates. They and other parent-group leaders who are engaged in teaching, social work, the ministry, and other professions, give only part of their time and seldom assume any responsibility in the project other than organizing and leading parent groups. In most of the programs described in this report leaders are expected to attend training courses led by some one in charge of the program, and to keep in touch with this director while engaged in leading groups. This period of training usually precedes and accompanies the leaders' work with parents.

## SELECTION OF LEADERS

It is interesting to see how some of the organizations which utilize volunteer and other part-time leaders select their personnel. In Illinois and New York, the leadership is made up of homemakers who volunteer their services as a part of the state extension work. The leaders at the University of Toronto also give only part time to the work. In Oklahoma, leaders are employed for either part or full time, and are in charge of teaching parents under the supervision of the home economics department of the state division of vocational education. The State of California employs part-time leaders for parent groups according to the plan outlined below. In the Methodist Episcopal Church South there are two types of leaders, professional and non-professional.

### COLLEGE OF HOME ECONOMICS, CORNELL UNIVERSITY

#### MARGUERITE WILKER

Lay leadership has contributed to the success of hundreds of study groups in various centers of New York State. These groups are studying under the direction of the extension department of child development and parent education in the New York State College of Home Economics at Cornell University. Many organize as a result of interest created through county-wide conferences held by the extension teacher. Groups may organize, however, whether or not they have previously taken part in the college extension program. The lay leader is chosen in each case by the members of her own group. To assist her in promoting profitable study she is furnished the Cornell Child Study Course which suggests the uses of three kinds of self-helpful and self-directing study materials, incident, quotation and question.

Requirements for leadership become an important sub-

ject for study in such a program. Some information concerning each club leader has been obtained from a questionnaire. In response to a question as to the reason for selecting the leader a majority of the groups said, "We selected our leader because she is capable." In order to study lay leadership in a comprehensive way, a number of representative leaders are sent each year from counties developing parent education programs to a special lay leadership conference held at the Cornell Nursery School. The expenses of the leaders are paid by the home bureau in the county from which the representative is sent. The conference studies the problems of lay leadership, and formulates plans and policies feasible for a state extension program. The conference is concerned for the most part with the following questions:

What is a lay leader? At the second lay leader conference a committee of fifteen lay leaders formulated this definition: "A lay leader in child guidance is a sincere, adaptable, open-minded person equipped with experience with children, knowledge of sources, and some special training in child guidance, whose goal is to improve the guidance of children."

How can a lay leader help in organizing her county? Plans were made at the conference to cooperate with the home-bureau agent, the parent teacher association and other interested organizations in locating new groups in a community which have not yet been reached through the extension program or any other program. Many ways of discovering and organizing new groups were suggested. This function was considered to be of chief importance.

What can a lay leader teach? The leaders previously have studied the incident, quotation and question study club material of the department. At the conference they reported their experience with the material. They then worked in committees and general discussions on different plans for using the material with rural groups, groups just beginning the study of behavior, and groups more advanced in the knowledge of behavior.

The ages of the leaders attending the conference vary from twenty-five to fifty with the largest number between thirty-one and forty years old. The greatest number of leaders have two children. Several have six. The ages of the children vary from one to fifteen. The majority of the lay leaders live in villages or in the open country. Many belong to organizations, one reporting membership in nine. More than half are graduates of high schools and more than a third of colleges and universities. Major interests in college vary from mathematics and French to courses related to child development and education. About two-thirds previously have taught. Some have been nurses, one has been a psychiatric social worker, one a milliner and one a home-bureau agent. The occupations of husbands are professional, business and agricultural.

Allport's A-s test for women is given the leaders at the conference. The scores vary from + 55 to - 16. The significance of the test for lay leadership may be discovered when sufficient scores have been obtained.

A stenographic record of the discussion at each conference is filed for future reference. One or more longhand records of the discussion are also filed. Two ratings of the lay leaders are made at the close of each conference. Each leader is ranked according to prediction as to her future success made by each of two members of the college staff. Records of the field work of the lay leader and her formal reports are filed. In addition, spontaneous notes and letters describing the members of her groups, their problems, their successes, attitudes, and failures reveal much. Reports as to the leader's success are made by the home-bureau agents and a number of other interested persons in her community. More definite criteria can be set up as the techniques of selecting lay leaders and as the means of evaluating needs, methods and outcomes improve. In the meantime data are being collected.

## ILLINOIS AGRICULTURAL EXTENSION PROGRAM

EDNA E. WALLS

The accompanying "tentative plan for the preliminary education of prospective local leaders" was developed and is now being used in Illinois by the home economics extension service.

At least once a month before a prospective leaders' group begins to function, the home adviser and the president of the home bureau meet in conference with the specialist on child care and training to consider leadership qualifications and other matters pertaining to the choice of individuals, and the organization of the prospective leaders' group.

The recommendations for the organization of a group in a county and for the training of the leaders are as follows:

Organization: Nomination by the home adviser and county president of from six to ten persons who may, in their judgment, become local leaders in child development and parent education; approval of these nominations by the county home bureau officers; notification by the county officers of persons thus chosen; explanation to these persons by the home adviser of the details of the plan for preliminary education of prospective local leaders

Study, observation and discussion: a series of discussion meetings continued for *at least one year*; definite readings and observations suggested by the specialist, home adviser, and members of the group used as a basis for the discussion

Active participation of the leaders: organization of a group or groups in the county by the home adviser; choice of a leader, from among those having preliminary preparation, by the organized group, with the assistance of the home adviser; local leadership training meetings led by the specialist or home adviser at least one week preceding each study group meeting; an occasional visit by the specialist or home

adviser to groups led by local leaders to observe successful methods used by the local leaders and encourage them; individual members of the study group may be given opportunity to ask questions or discuss problems with the home adviser or specialist

Follow-up: Round-table discussion for group leaders at the University of Illinois at least once a year, preferably during Farm and Home Week; invitation to all leaders, active or inactive, to attend the intensive training period to be held each year for prospective local leaders; leaders to be kept in touch with recent materials and developments by means of up-to-date reading lists, circular letters, and visits to nursery schools, kindergartens, clinics, and other places of interest

An attempt is here made to set forth briefly certain characteristics desirable in those who undertake leadership in parent education. The first seven are qualities successful extension agents have been found to possess in high degree:<sup>1</sup>

Integrity	Faith	Vision	
Perseverance	Ability	Initiative	Courage

Acceptability to the community as a leader in parent education  
Tolerant understanding of human nature.

Experience with small children

Willingness to learn and to try to use new knowledge, in other words, not so "set" that change of attitude and habit is impossible

Good judgment in relating home incidents or personal experiences, using them only after careful study to be sure that they are illustrative of well-founded scientific information

Excellent health, "vitality plus"

Ample time, at present and in prospect for the future

In parents, evidences of prospects of success in this capacity

NOTE: College or university education not necessary, but capacity for it essential.

<sup>1</sup> Ramsower, H. C., "Some Aspects of a Study of Leadership." *Proceedings of 39th Convention of the Assoc. of Land-Grant Colleges*, 1925.

VOCATIONAL EDUCATION DIVISION OF THE OKLAHOMA  
STATE DEPARTMENT OF EDUCATION

KATE S. NORTH

In the following discussion the terms *leader* and *teacher* are used interchangeably and the qualities listed are essential to each. This distinction is made in the Oklahoma program: A teacher is approved and employed by local schools and the state department of education to conduct instruction for groups according to school regulations; a leader may be selected from a volunteer group in any type of organization to conduct discussion and study.

A pleasing personality and acceptance by the group is the first requisite of a teacher or leader. Adequate social standards and appreciations of home life, good health standards in both attitudes and practices, are essential. Qualities of community leadership are desirable and all opportunities for knowing people and living conditions an advantage. Personal qualifications include attitudes toward home and children, schools and school life and coworkers, open-mindedness to opinions, and ability to accept suggestions from members of the class, experts in the field and supervisors.

The range of subject matter needed for teaching child development, home management in relation to children, and home and community relationships is so great that one teacher cannot be an expert in all. It is desirable that a teacher know specifically at least one phase of the subject, such as health and physical development, mental development or home making, and have a general knowledge of other subjects. It is essential to know where knowledge ceases, and when to call upon more expert help.

Training for home economics, the kindergarten, nursing, or health have proved perhaps the most useful types of formal training. The addition of nursery school training and courses in child development strengthen the qualifications. Training in art and music which gives appreciation and knowledge of their place in the development of children

makes a contribution. Journalism, newspaper writing and publicity methods are helpful. Ability to teach and to hold the interest of groups is absolutely essential.

Experience in home making and rearing children, in community service, and various kinds of professional experience are an advantage and asset to teachers of parents' groups. A background of a successful home and family inspires confidence in the group. Service or leadership in community and educational organizations provide helpful experiences. Organizations providing especially helpful experiences are parent teacher associations, Sunday school and church activities for young people, Camp Fire Girls, Boy Scouts and Girl Scouts, 4-H Clubs, Young Men's and Young Women's Christian Associations, playground and recreation activities, fraternal groups, the Red Cross, and community chests. Several types of professional experience give particular skills and background to the teacher or leader of parents. These are particularly teaching in home economics, psychology, the kindergarten, primary school, sociology, biology, and health education; visiting teacher work; home demonstration service; public health nursing; family social service work; community house and visiting housekeeper work; pediatrics, nutrition and dentistry.

The parent educator, in brief, is a composite, well-integrated person, with broad experience and interests and with knowledge of the needs of parents and ability to meet them.

#### CALIFORNIA STATE DEPARTMENT OF EDUCATION

HERBERT R. STOLZ, M.D.

Since the discussion classes in child study and parent education are organized as a part of the public school system in California, it is necessary for those who lead these classes to be regularly credentialed as teachers in order to draw pay for their services. The credentials are issued by the state department of education in accordance with the following rules:



An applicant for a secondary credential in child study and parent education must present:

I. A recommendation from a school superintendent or employing principal that the credential be granted to fill a specific position.

II. Verification of general requirements as follows:

- A. Evidence of established leadership or prestige in the group which is to be organized as a study group
- B. Evidence of health and vitality sufficient to generate enthusiasm
- C. The explicit recommendation of the high school principal or the superintendent in the district where the initial leadership is to be undertaken

III. Verification of professional and special requirements as follows:

- A. Evidence of not less than five years of first-hand experience with and responsibility for children of pre-school age
- B. Evidence, given by interview or in answer to written questions, showing a grasp of the problems of parent education, the methods and content, which satisfies the Division of Teacher Training and Certification

Applicants for the credential must be at least twenty-five years of age.

Some idea of the philosophy of leadership may be gathered from these official rules. It is the aim to make leadership avocational rather than professional. Academic background, although undoubtedly important, is judged in terms of the present capacity of the applicant for expression, analysis and real sympathy, and not in terms of formal courses taken. Intimate knowledge of young children is held to be essential for understanding human beings at any age level. Personality must satisfy the class to be led, the local school authorities and the state staff.

Three years' experience is insufficient to warrant any sweeping conclusions. During this time the number of leaders has increased from one to about eighty, and the quality of the leadership has been such as to engender and maintain enthusiasm for the discussion-class method. Thus far we have

been successful in avoiding the distinction between lay leaders and professional leaders, and we are attempting to postpone the day when prospective leaders will be required to take specified courses in content and method at a teacher training institution.

METHODIST EPISCOPAL CHURCH, SOUTH

CORA TRAWICK COURT

The General Sunday School Board has progressive plans for the selection and training of leaders in parent education. There are two types of leaders; professional, and non-professional. The professional leader belongs to that group of persons who are accredited to teach in leadership and standard training schools and who may give General Sunday School Board credit to the members of their classes who meet the requirements. These accredited instructors are recommended to the General Sunday School Board by the conference superintendent of Sunday school work. Service to students in the training schools is the governing principle in accrediting instructors. The following points are considered in accrediting persons as instructors: christian personality; teaching experience and ability; general educational background; training and experience in religious education, especially Sunday school work; special preparation for the specific course; careful consideration and approval by the training committee.

Although it is not required, all of the instructors in the parent education group are college graduates. Each instructor is reaccredited annually. The non-professional leader belongs to that larger group of persons who are leaders or teachers of parents' study groups in local churches.

These leaders may study and receive the credit awarded in leadership and standard training schools, but they may not award this same credit to their groups. They may be selected first by the members of the group they are to lead, but this selection must be ratified by the board of religious education of the church in which they serve. They are se-

lected and ratified annually. The points which are considered in their selection are similar to the points used in accrediting professional instructors. Many are college graduates, college professors, teachers in schools, or parents who have special preparation for this particular work. These leaders are encouraged to continue in their preparation for parent education. Each year's report indicates that many have taken leadership and standard courses, some have studied in local colleges, others in university extension groups, while others take the supervised correspondence courses; all do much reading, and much individual preparation for their work.

## TRAINING LEADERS

The Laura Spelman Rockefeller Memorial, in 1924, established fellowships in child development and parent education for graduate students who desired to specialize in the education of parents. A study of the backgrounds of these students and of the courses and field work provided for them in seven of the institutions offering graduate work in this field yields interesting data.

The experience and training which these students present are legion. They group themselves, however, under such headings as biology, medicine, nutrition, public health nursing, home economics, philosophy, psychology, religious education, adult education, nursery school education, sociology, social work, and vocational guidance.

Table 1 shows the relative emphasis placed upon the subjects included in the graduate training of parent educators by seven institutions.

Mental and social development of children; psychology of the young child; mental hygiene; parent-child relationships; research in child development, and behavior problems, are given a place of first importance by nearly all of the seven institutions. It is surprising to note that slight emphasis is placed upon such topics as the psychology of adolescence, adult education, and religious and character education.

The requirements for field work in connection with classroom work were also reported. These indicate, as would be expected, a strong preference for nursery school participation, and for observation, and supervised leadership of study groups. The observation of children in home situations and family case work, however, receive strikingly little emphasis.

Ten institutions, including the seven mentioned (Table 2) reported on the training of so-called lay leaders. Much the

## PARENT EDUCATION

TABLE 1

## GRADUATE LEADERSHIP TRAINING IN SEVEN INSTITUTIONS

SUBJECT MATTER	DEGREE OF EMPHASIS		
	<u>1</u>	<u>2</u>	<u>3</u>
	No.	No.	No.
Child development			
Physical growth.....	3	3	..
Hygiene.....	3	2	..
Nutrition.....	3	1	..
Mental and social development.....	6	1	..
Psychology of the young child.....	5	2	..
Psychology of adolescence.....	1	..	1
Adult education.....	..	1	3
Educational psychology.....	2	2	1
Philosophy of education.....	2	..	3
Mental hygiene.....	5	..	1
Parent-child relationships.....	6	..	..
Home management.....	1	2	2
Educational techniques.....	..	..	..
Religious education.....	..	..	1
Problems of educating parents.....	4	2	1
The family.....	4	2	1
Mental measurements.....	1	3	1
Techniques of social work.....	1	1	1
Research in child development.....	6	1	..
Research in education.....	..	..	..
Character education.....	..	2	2
Behavior problems.....	5	1	1

same list of topics receive the greatest emphasis as for graduate students with the exception of research in child development and behavior problems. This is perhaps an indication that leadership in parent education is considered not so much a matter of kind as of degree. The same background of knowledge is needed by all persons endeavoring to lead parents, but a wider understanding of the sources and significance of subject matter should be expected of the person who has had extensive training in it.

The judgment of seventeen parent educators in regard to the differences in training of professional and non-professional leaders was obtained. Five describe the difference as one of quantity and specificity of knowledge, the professional leader has more knowledge, the non-professional less but

TABLE 2

## GRADUATE LEADERSHIP TRAINING IN SEVEN INSTITUTIONS

	DEGREE OF EMPHASIS		
	<u>1</u>	<u>2</u>	<u>3</u>
FIELD WORK	No.	No.	No.
Observation of study groups.....	4	3	..
Observation of juvenile courts.....	..	..	1
Observation of courts of family relations.....	..	1	1
Observation of children at play.....	2	2	1
Observation in homes.....	2	2	2
Progressive school.....	..	..	1
Work in nursery school.....	5	1	1
Work in children's institutions.....	..	3	2
Work in health organizations.....	..	3	1
Work in behavior clinics.....	..	4	1
Work in psychological clinics.....	..	1	1
Supervised handling of groups of children.....	3	..	1
Supervised work in child guidance clinic.....	..	1	..
Supervised family social case work.....	1	..	..
Supervised leadership of parent study group.....	4	1	1

greater experience in family life. Two others seem to hold a similar viewpoint when they say that the one should be responsible for giving content while the other, although permitted to discuss problems, must refer her group to sources of subject matter. One leader remarks that the professional is trained to "go it alone" while the lay person must be amply fortified by outlines and directions. A similar opinion states that one is in charge of a program while the other is a participant in it. Two leaders expect the highly trained person to contribute most to materials and methods, while depending upon the lay worker to interpret and popularize the information. Still others say that the subject matter at the command of both should be the same and that no one should teach parents who does not have a fair understanding of mental hygiene, child development, family relationships, and nutrition. A little knowledge is very dangerous, states another; and last, but perhaps most significant, is the remark that the whole discussion brings up a most unfortunate distinction.

## CHILD STUDY ASSOCIATION OF AMERICA

CÉCILE PILPEL

Professor Helen T. Woolley has defined two classes of leaders in parent education:

Professional leaders are those, the major part of whose time is devoted to parent education work and who consider parent education work their chief interest.

Lay leaders may be professionals (teachers, social workers, physicians, psychiatric case workers, etc.) in their own fields or they may be parents who have demonstrated their qualifications of general educational background and personality, whose interest in parent education is vital, but who are not devoting the major portion of their time to its pursuit as a life work.

The work of the Child Study Association is carried on by both types of leaders, and both types are being trained through and for the parent education activities of the association.

Leaders are, to a large extent, mothers who came to the study groups originally because of their own needs, and who worked progressively through study groups covering the whole age range. As their children grew older, they became deeply interested, as students, in objective study of the physiological and psychological aspects of the whole of child life and education. Only then did these mothers consciously choose child study and parent education as a field for professional endeavor. Many of them have supplemented their practical training, by pursuing courses at Teachers College, Columbia University, or at other institutions.

Thus the association's present leadership developed with the need for it. Out of this type of preparation there naturally grew the idea, now generally accepted, that a qualified and interested parent might prepare herself for leadership as an outgrowth of her work in study groups; and, further, that leadership training should continue to include this same form of training on the job.

Up to the present time the association has never prescribed specifically a course of training for leadership. Recently, however, this somewhat informal plan has been modified and adapted in an effort to meet the needs created by the rapid growth of the movement. A definite attempt has been made to expedite the training of persons who have the needed qualifications and who have had training in related fields. To such persons, the association suggests the following procedure, modified according to personal needs and circumstances:

- Active participation in two or three study groups at the association's headquarters, with service, if possible, as secretary to one of these
- Observation of all other headquarters groups and as many of the affiliated groups as may be necessary to furnish a broad background of social and educational conditions
- Weekly attendance at a two-hour seminar conducted by members of the association's staff and specialists, designed for and attended by all active study group leaders, professional and lay
- Participation in the work of volunteer committees of the association
- Supplementary courses in educational institutions, chosen with reference to specific needs and interests

Such a procedure usually consists of one or two seasons of intensive training, depending upon the individual's needs and previous experience and equipment. Toward the end of the training period the prospective leader is sent occasionally, by the speakers' bureau of the association, to give talks to other groups.

Concluding the period of training, the candidate is invited to give a demonstration in leadership before the leaders' seminar group. She chooses her own topic and specifies the educational and social background for which the



topic has been prepared. She then presents her material to the seminar group as a whole, for discussion and criticism, both as to content and as to method of presentation.

This presentation of material before the seminar group is designed not only for those candidates who have been deliberately selected for the intensive training course, but also for those prospective leaders who have grown into leadership through the slower process of continued work in a study group.

Many leaders who have been prepared by such training go back to their own chosen fields, utilizing the techniques of parent education to supplement the program of their respective organizations, or their professional service. In other cases the Child Study Association assigns them to study groups organized under its own auspices.

Another type of training is offered persons who have been engaged in some special work, and who wish to acquaint themselves with parent education techniques to supplement their equipment. For them the association offers the following facilities: institutes, intensive series of conferences, lectures and round tables; observation of study groups; individual, intensive program of directed observation at nursery schools, juvenile courts, clinics, and other parent education vehicles, attendance at scheduled lectures and conferences, and other special work.

Since 1925, the Child Study Association has cooperated with Teachers College of Columbia University in offering a course in parental education. The Child Study Association has furnished the field work, as well as instruction through staff members. Observation of active study groups and participation in them constitute a substantial part of the training. Special study groups have also been formed to furnish practice in leadership for students.

By and large, it has been the experience of the association that the most satisfactory leaders are those women who have had continuous experience in parent-child relationships, living within a family setting and experiencing the day-

to-day adjustments that make up such living. In addition, however, to this specialized interest, they should have a broad interest in social and psychological problems of adjustment, and insight into matters which concern not only the parent-child patterns but all human relationships.

CHILD DEVELOPMENT INSTITUTE  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

LOIS HAYDEN MEEK, PH.D.

Teachers College, Columbia University, has been experimenting in the preparation of professional leaders in parent education since 1923-1924. During these seven years a program gradually has been developing. It is flexible and adaptable to the changing demands of a rapidly developing movement, and to the background and experience of those who are preparing for leadership. Professional leadership in parent education demands unusual qualities, the understanding and appreciation of family life and parent-child relationships, basic knowledge of child growth and fundamental influences on development, some insight into the problems, methods and techniques of working with adults, administrative and organizing ability, coupled with social qualities of leadership.

The Child Development Institute is endeavoring to meet this demand through selection of students and guidance in individual programs. Most of the students who come to the institute to prepare for parent education are graduates with a major interest in psychology, nutrition, education, sociology, nursing, religious education, home economics, social work, or some similar subject. Most are mature men and women with experience as teachers, nurses, social workers, supervisors or clinicians. Many are married and have children. Some have already had experience in leading parent groups, and a few, who have held positions in parent education, come for advanced work. The institute's problems are to select those students who seem to have possibilities

for leadership, and to provide the supplementary preparation which will qualify them for professional positions in parent education in from one to three years.

Since the students have had such a varied experience and training, wide flexibility in requirements is necessary in order that this training may supplement and extend rather than overlap previous work. Our aim is to build each student's program on the basis of his major interest and previous experience, supplementing it but at the same time capitalizing it as a basic contribution. But it has been found that those entering the field need, in general: understanding of home problems; experience in guidance of children; experience in guidance of parents, individually and in groups; study of child development, parent-child relationships, methods and materials of parent education, administration and organization of parent education programs; study in such fields as sociology, psychology, philosophy, nutrition, mental hygiene, as may be necessary to supplement previous preparation.

The program is integrated by a major course in child development and parent education which takes about half the student's time each semester of his first year. This course is designed to: orient the student in child development and parent education; study the development of children from the prenatal period through adolescence from a point of view which will integrate the physical, nutritional, mental, social, emotional, and educational guidance aspects; analyze significant general trends in present practice and problems confronting leaders; and envision future developments and possible lines of progress.

The course is conducted by a staff representing psychology, education, social work, pediatrics, nursing, nutrition, and sociology. These members of the staff are present at every class meeting, and an effort is made in the discussion to integrate the various aspects of child development from the prenatal period through adolescence. Each level of development is considered in the light of findings in physiology, nutrition, anthropometry, psychology, sociology, and

education. Demonstrations of physical and psychological examinations of typical and atypical children are given at successive age levels from birth to adolescence. The sociological and environmental conditions affecting growth and the implications for programs and guidance at home and at school are discussed. A survey and evaluation is made of existing agencies and institutions organized to meet the developmental needs of children. The field work for this course gives an opportunity for observing and obtaining experience in homes, clinics, day nurseries, hospitals, nursery schools, kindergartens, elementary schools, parent study groups, parent conferences, and so forth.

There also are courses in field work, practical experience in guiding children, organization and leadership of parent study groups, and family case studies. Students who have not had adequate experience with children are given one or two semesters of practical experience under supervision for one or more days each week. This experience is given in homes as well as in nursery schools. The opportunity for the care of children in homes under supervision has been found invaluable to students of parent education.

Selected students are given the challenging opportunity of work with a group of parents. As far as possible the attitudes, practices and knowledge needs of each individual in the study group, revealed through personal conference, home visits, and group contributions, form the basis of the student's work with the parents. Similarly, the instructor's work with the students is based on their needs as shown through attitudes and practices revealed in the various phases of their work with the parents. Content, method, technique, and materials are developed as a part of the educational process rather than being the basis of it.

A few advanced students are further given an opportunity for making intensive case studies of children and family life through the Teachers College Consultation Center which emphasizes the study of normal development and the building of constructive guidance programs.

Students who have undertaken study and preparation in

parent education at the institute are prepared to accept positions such as, specialist in parent education in associations or organizations, instructor in parent education in college or university, state extension worker in parent education in connection with colleges or universities, parent education specialist in public schools and teachers' colleges.

## APPENDIX



## APPENDIX

### SOURCES OF MATERIALS IN PARENT EDUCATION

American Association of University Women  
1634 Eye Street, N. W.  
Washington, D. C.

American Library Association  
520 North Michigan Avenue  
Chicago

American Social Hygiene Association  
450 Seventh Avenue  
New York City

Bureau of Educational Experiments  
69 Bank Street  
New York City

California, University of  
Institute of Child Welfare  
Berkeley, California

Child Study Association of America  
221 West 57th Street  
New York City

Cincinnati, University of  
Department of Child Care and Training  
Cincinnati, Ohio

Commonwealth Fund  
41 East 57th Street  
New York City

Cornell University  
College of Home Economics  
Ithaca, New York

Iowa State College  
Division of Home Economics  
Ames, Iowa



Iowa, University of  
Child Welfare Research Station  
Iowa City, Iowa

Kansas State Agricultural College  
Division of Home Economics  
Manhattan, Kansas

Elizabeth McCormick Memorial Fund  
848 North Dearborn Street  
Chicago

Merrill-Palmer School  
71 Ferry Avenue, East  
Detroit, Michigan

Minnesota, University of  
Institute of Child Welfare  
Minneapolis, Minnesota

National Committee for Mental Hygiene  
450 Seventh Avenue  
New York City

National Congress of Parents and Teachers  
1201 Sixteenth Street, N. W.  
Washington, D. C.

New Jersey State Agricultural College  
New Brunswick  
New Jersey

New York State Education Department  
Division of Child Development and Parental Education  
Albany, New York

The Parents' Magazine  
114 East 32nd Street  
New York City

Toronto, University of  
St. George's School for Child Study  
47 St. George Street  
Toronto, Canada

U. S. Department of Agriculture  
Bureau of Home Economics  
Washington, D. C.

U. S. Department of Interior  
Office of Education  
Washington, D. C.

U. S. Department of Labor  
Children's Bureau  
Washington, D. C.

United States Public Health Service  
Washington, D. C.

Women's Cooperative Alliance, Inc.  
212 Citizens Aid Building  
404 South 8th Street  
Minneapolis, Minnesota

#### CORRESPONDENCE COURSES IN PARENT EDUCATION

*Child Care and Training*

The Institute of Child Welfare  
University of Minnesota  
Minneapolis, Minnesota

*Child Study and Parent Education*

Extension Division  
University of Iowa  
Iowa City, Iowa

*The Family and Marriage*

E. R. Groves  
University Extension Division  
Chapel Hill, North Carolina

*The Home in Society*

A standard training course  
The Methodist Episcopal Church, South  
Nashville, Tennessee

*Hygiene of Maternity and Infancy*

Minnesota Department of Health  
Division of Child Hygiene  
University of Minnesota  
Minneapolis, Minnesota

*The Progressive Home*

New York State College of Home Economics  
Cornell University  
Ithaca, New York

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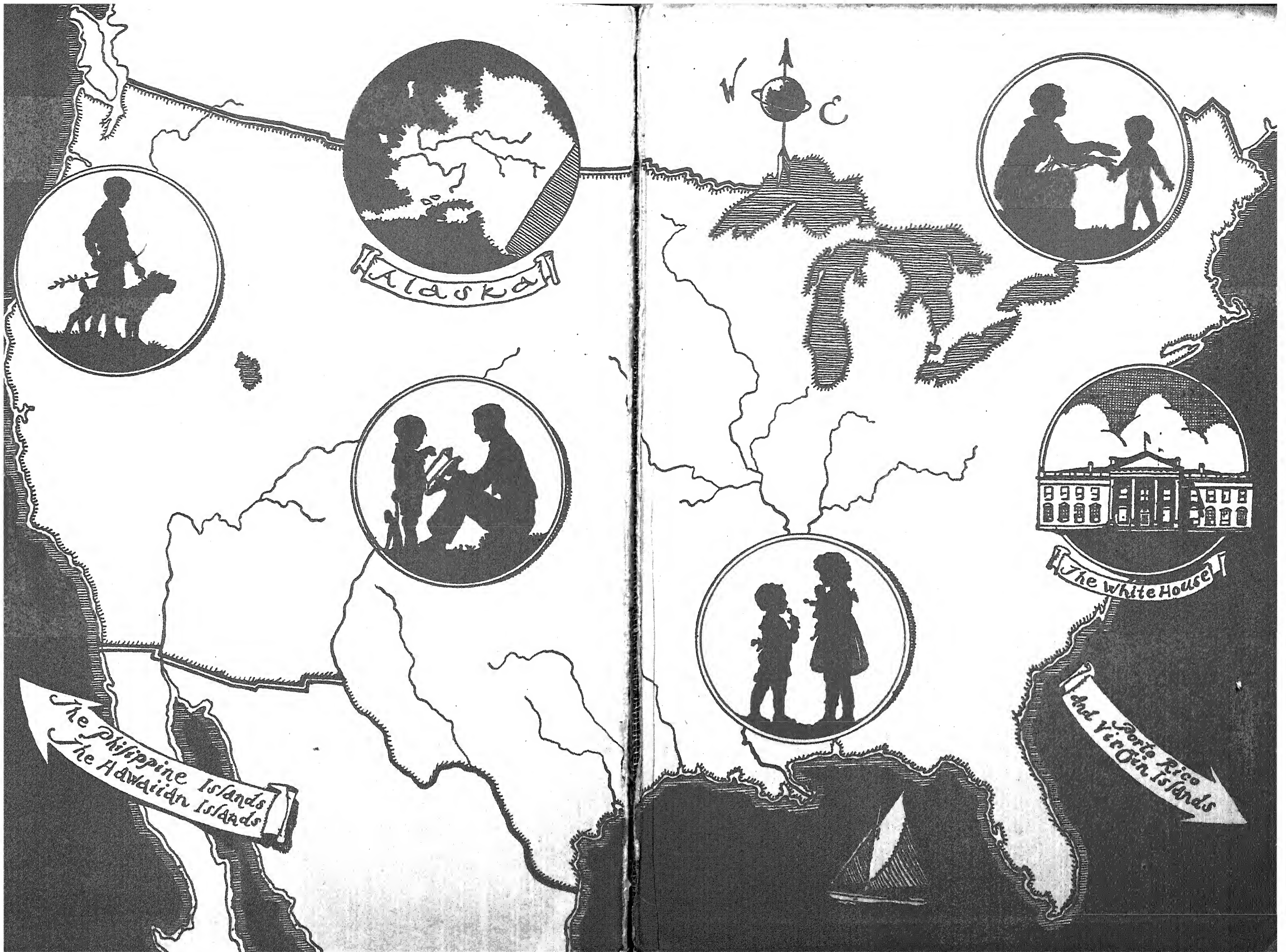
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